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ABSTRACT

This report is divided into two parts in order to make the practical outcomes of a content referenced interpretive system for standardized reading tests available for immediate use by teachers and others, while presenting the technical aspects of the studies in a form appropriate for study by researchers in the fields of reading and educational measurement. The first part of the report presents a guide to the use of the system, which is designed to enable teachers, librarians, and other media specialists to provide students with instructional materials that are geared to individual reading abilities. The second part is devoted to the technical studies which provide empirical foundations for the system. In its present form, this system enables a raw score from any one of seven widely used standardized reading tests to be interpreted in terms of the probabilities that a student earning that score will be able to read a given book or other instructional materials. Development of the system to this point has been confined to work with students in the fourth, fifth, and sixth grades, and its current use should, therefore, be restricted to these levels. (RB)

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A CONTENT REFERENCED INTERPRETIVE SYSTEM FOR STANDARDIZED READING TESTS

by

F. J. King

Division of

Educational Management Systems

The Florida State University

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A Report to the Research Foundation of

The National Council of Teachers of English

August, 1974

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Preface

The wide ranges in ability levels and personal backgrounds found among students in most present day classrooms emphasize the need for greater individualization of instruction so that each child may attain educational goals in an optimum time and with a minimum of frustration and/or boredom. Recent developments in instructional design through a systems approach appear to make such individualization a practical possibility if easily usable ways are found to assess both pupil skills and instructional materials for proper matching of one with the other.

Since reading is the academic skill that is perhaps most basic to success in any subject, the development of a system for matching students with instructional materials at their comprehension levels would seem to be a fundamental need. To that end the present research was undertaken in the hope that it might provide instructional personnel with a practical tool for attacking this problem of challenging their students without overwhelming them.

I wish to acknowledge the valuable assistance of John Green, Cornelia Orr, Ronald Nungester and Thirumalai Ramaswamy, graduate students in the Research and Evaluation Program of the College of Education at Florida State University. All of them made substantive contributions to the project in addition to their work in data gathering and analysis.

The Developmental Research School of Florida State University and the Laboratory School of Florida Agricultural and Mechanical University were the sites for several preliminary studies that formed the basis for this project. In addition students from those schools were involved in one of the studies reported here. My gratitude is due Dr. Janice Smith and Dr. Gwendolyn Camp, Research Directors of these schools, who made valuable contributions through their facilitative efforts while this research was in its exploratory stages.

A considerable amount of data was collected in the Leon County Public Schools. It was made possible by the sincerely appreciated cooperation of the administrators and instructional personnel of the following schools: Astoria Park, Augusta Raa, Frank Hartsfield, James Seeley, Kate Sullivan and Lillian Ruediger.

I wish to express my appreciation to Mrs. Judy Cherinko for typing many cloze tests as well as the report manuscript. Her speed and skill contributed greatly to the project.

Appreciation is expressed to the staff of the Florida State University Computing Center. Mr. John Nall and Mr. Kermit Rose were always willing to consult on programming problems when they occurred.

Finally, I wish to express gratitude to the Research Foundation of the National Council of Teachers of English for its support of the project. Without it the project could not have been undertaken. If the results which appear in this report prove to be of value to educators the credit must be attributed in large measure to the Research Foundation.

August, 1974

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I. Introduction

This report is divided into two almost completely separate parts because of the desirability of making its practical outcomes available for immediate use while at the same time presenting the technical aspects of the studies in a form appropriate for study by researchers in the fields of reading and educational measurement. Interweaving the two facets of the project into one report would ostensibly follow a more logical course but could result in a product difficult for either group to use.

The purpose of the first part is to present a guide to the use of the content referenced interpretive system for standardized reading tests. The system is designed to enable teachers, librarians and other media specialists to match students with certain instructional materials in terms of the reading abilities of the students and the reading difficulties of the materials. It is also designed to be of value to school administrators, textbook committees, publishers and other people who are concerned with the production, selection or purchase of instructional materials for children at the fourth through sixth grades.

The second part of the report is devoted to the technical studies which provide empirical foundations for the system. They demonstrate the following major points: (1) Reading difficulty levels of most printed instructional material are highly predictable from certain of their structural characteristics. (2) A reading ability continuum can be constructed such that a student's score on a standardized reading test will predict accurately his placement on that continuum.

(3) Tables can be constructed for matching specific reading ability levels of students with specific books at appropriate reading difficulty levels.

At first glance, it might appear that there is no real necessity for constructing such a system since most standardized test scores are interpretable in terms of grade levels and most printed instructional materials are assigned grade levels by their publishers or authors. However, a closer examination of the problem shows that score-determined grade levels are not necessarily the same things as author-publisher grade level indicators. If a child earns a grade level score of 4.0 on a reading test, this means that half the children in the normative population who were beginning the fourth grade made scores at or above that point; it also means that the other half of the normative population made scores at or below that point. But if a publisher markets a social studies book as "appropriate for fourth grade", it may mean that the content is compatible with a widely used fourth grade curriculum, that the author tried to write it at fourth grade level (perhaps by using standardized vocabulary lists and keeping the style simple), or that a reader or group of readers rated it at fourth grade level. It does not, though, necessarily mean that most or even half of the children beginning the fourth grade will be able to read it. In fact, although author-publisher designations of grade level difficulties are generally fairly reliable when large groups of students are considered, they are not really meaningful in terms of whether a given fourth-grader will be able to comprehend a specific piece of reading material. Indeed,

the wide range of abilities found in an average fourth grade class makes it highly desirable that there be also a wide range of difficulty levels in books of appropriate content; at the same time, considerations of keeping the students busy without unnecessary boredom from too easy or frustration from too difficult materials, to say nothing of keeping the teacher from having to expend a disproportionate amount of time trying to match students and materials by trial and error, makes it desirable that some method of equating reading difficulty level with reading ability level be devised.

In its present form, this system enables a raw score from any one of seven widely used standardized reading tests to be interpreted in terms of the probabilities that a student earning that score will be able to read a given book or other selection of material in language arts, social studies or non fiction and fiction library books. Development of the system to this point has been confined to work with fourth, fifth, and sixth grade pupils. Its current use should therefore be restricted to these levels.

II. How to Use the System

Use of the system requires the availability of students' total raw scores on the reading section of one of the following achievement tests:

1. California Achievement Tests (1970), Form A
   Levels 3 or 4 (CAT)

2. Comprehensive Tests of Basic Skills (1968), Form Q
   Levels 2 or 3 (CTBS)

3. Iowa Test of Basic Skills (1970), Form 5
   Levels 10, 11, or 13 (ITBS)

4. Metropolitan Reading Tests (1970), Form F
   Elementary or Intermediate levels (MAT)

5. Sequential Tests of Educational Progress, STEP series II (1969), Form A
   Level 4 (STEP)

6. SRA Achievement Series (1970), Form E
   Blue or Green editions (SRA)

7. Stanford Reading Tests (1964), Form W
   Intermediate levels I or II (SAT)

For each test two tables are given (Tables 1-14) that tell whether a child with a certain raw score can read at either of two levels of comprehension materials of certain difficulties.

Two levels of comprehension are included because of the arbitrariness of setting cut-off scores on the tests used to determine whether students can "read" materials of various difficulties. Traditionally, materials are said to be at a child's "instructional level" if he can answer seventy-five percent of questions asked about them. However, the types of questions asked are usually not specified, but it can be conjectured that they are concerned primarily with factual or verbal knowledge. The tests used in the current project contained many items that required students to make inferences about the content; consequently, it was felt that the seventy-five percent criterion might be unrealistically high.

A study was conducted (see Part Two of this report) to determine whether tests evaluated according to the seventy-five percent criterion or to a relaxed criterion (fifty-eight percent) would agree most closely with teacher made assignments of materials to students. In spite of the numerous questions that pertain to the how's, why's and wherefore's of teachers' matching of students with materials, it seemed that such a study would yield results that could serve the practical purpose of showing not what the situation should be, perhaps, but what it is in this regard. The study indicated that in most instances the lower criterion was in better agreement with teacher assignments than the higher one. For each test, then, the first table labeled 60% refers to the approximately sixty percent comprehension level while the second refers to the seventy-five percent level.

The rows of the tables give total raw score intervals of the reading tests while the columns refer to probabilities of success. The entry in each cell refers to difficulty levels of materials. Numerical meanings of the probability estimates are given in part two of the report. Reading difficulties are reported on an eight point scale with "A" being the easiest and "H" the most difficult.

Examples of how to use the tables follow: Suppose that a teacher wanted to select a reader for fifth grade children whose scores on the ITBS range from 36 to 51. If she decided to use the approximate sixty percent comprehension level she would turn to table 7 and use the column for 5th grade to locate the three rows that contain this range of scores (36-51).

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improbable	No
49-55	45-51	38-41	A-C	D		E	F-H
43-48	40-44	35-37	AB	C	D	E	F-H
37-42	36-39	32-34	AB	C		D	E-H

Reading across, she would find that materials through difficulty level C are very likely within the grasp of the children and that materials of level D could possibly be used. She would next turn to section three of the book list in which reading books are listed alphabetically within difficulty levels. She would go down the list until she found books with difficulty ranges that include C but whose upper limits did not exceed D.[1] She could then select one of them for the children in question. If the book did include the D level she would need to monitor carefully the children with test scores of 36-44 to be sure that they were proceeding in a satisfactory manner. Alternatively she might decide that she should divide the children into two reading groups instead of one.

Specifically, the table is interpreted in the following manner: Almost all fifth grade children with ITBS scores of 45-51 can read with about sixty percent comprehension materials of difficulty levels A, B, and C. A large majority of them can read D materials. Most of them cannot read materials at level E, and almost none of them can read materials of levels F, G, and H. Children with scores of 40-44 can

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[1] Books in the list are given ranges of difficulty that reflect the variability of difficulty of the samples taken from them. A book labeled CC is highly consistent in difficulty while one labeled CF is uneven with respect to the difficulty of its parts.

almost certainly read materials of levels A and B, most can read at level C but only about half of them can read materials of level D; few can read materials of level E and almost none can read at levels F, G, and H. Almost all children with scores of 36-39 can read A and B materials and most can read at level C. Few can read at level D and almost none at levels E, F, G, and H.

Directions for selecting books for a specific child or children are given below:

1. Determine the child's total raw reading score (vocabulary plus comprehension) on the appropriate form and level of one of the seven tests listed at the beginning of this section. If you have only a grade-equivalent score or a percentile score, obtain a copy of the test manual and convert it back to its raw form. Stanine scores should probably not be converted to raw scores since each of them corresponds to a range of raw scores. If you have a score on one of the seven tests but it is from a form or level different from the ones specified in this section, you may be able to convert it to the proper form or level if the test publisher included equivalence tables in the test manual.
2. Find the table that corresponds to the test you are using and to the level of comprehension you are willing to accept. Locate the column on the left that corresponds to the grade placement of the child you are working with (only one column is given for the STEP; it is to be used for all three grades). Go down the column until you locate the score interval that contains the score of interest.

Read across the row to the five columns on the right to determine the difficulties of materials appropriate for the child. Materials of difficulty levels listed in the first two columns labeled "Yes" and "Probable" can be safely assigned to the child or children although in relatively rare instances they may prove to be too hard. Materials of difficulty levels listed in the column labeled "50-50" can be comprehended by about half of the children at that score interval. Assignment of such materials should be made cautiously and only if other considerations suggest that the child will be able to cope with them. Materials of difficulty levels given in the last column, labeled "No" should never be assigned since almost no children at that score interval can comprehend them to the desired degree. Materials of difficulties found in the fourth column labeled "Improbable" should be assigned rarely if ever.

3. Once appropriate difficulties for the child have been determined, you should refer to the third section of the book list in which materials are listed alphabetically by author within difficulty level. This section is divided into three subsections which list readers and language arts books, social studies books, and library books. Pages on which these sections and subsections start are given in the table of contents. When you find the appropriate part of the subsection you can then locate books suitable for assignment to the child.

An example of a second way the system might be used would be in determining what kinds of books to purchase for a school library or for classroom use. Suppose a textbook committee was considering the adoption of a new reading program for the fourth grade and that they had

available STEP scores from current fourth grade classes. They could look up the difficulty values of the books under consideration by using section 1 of the book list if authors were known and the books were not a series. Section two would be used otherwise. Then they could refer to table 1 (if the 60 percent comprehension level were chosen) to see if the range of difficulty among the readers was sufficient to serve the needs of all of their fourth grade children. A mean STEP score of 28 and a range of scores from 8 to 50 would indicate a need for the readers to range in difficulty from A to F or possibly G.

The importance of these procedures or similar ones in obtaining adequate reading materials for all children in a grade is illustrated in the following Figures. The first shows the distribution of book difficulty levels by grade. The 240 books used in constructing it had single grade level designations from either the Florida list of state adopted textbooks or from the American Heritage Word Frequency Book (Carroll, 1971). Average book difficulties for grades one through nine and the difficulty ranges of the middle sixty-eight percent (approximate) of the books for each grade are shown. It can be seen that the ranges do not encompass three difficulty levels at any grade even though most classes would have children for whom suitable textbooks would span four to six difficulty levels. Of considerable interest is the relatively sharp increase in average difficulty for the first four grades in contrast to the more gradual increase for grades five through nine.

The second figure shows the difficulty distribution of two hundred-seventeen biography books taken from an elementary school library. If the average STEP scores for fourth and fifth graders in this school were

twenty-eight and thirty-three respectively, it would be evident from tables 1 and 2 that if the sixty percent comprehension criterion were used, about sixty-eight percent of these books would be unsuitable for about half of the students in both grades. If the seventy-five percent criterion were used about ninety-seven and eighty-nine percent would be unsuitable for average and below average fourth and fifth graders respectively. These results would seemingly argue strongly for the acquisition of additional biography books at the lower difficulty levels.

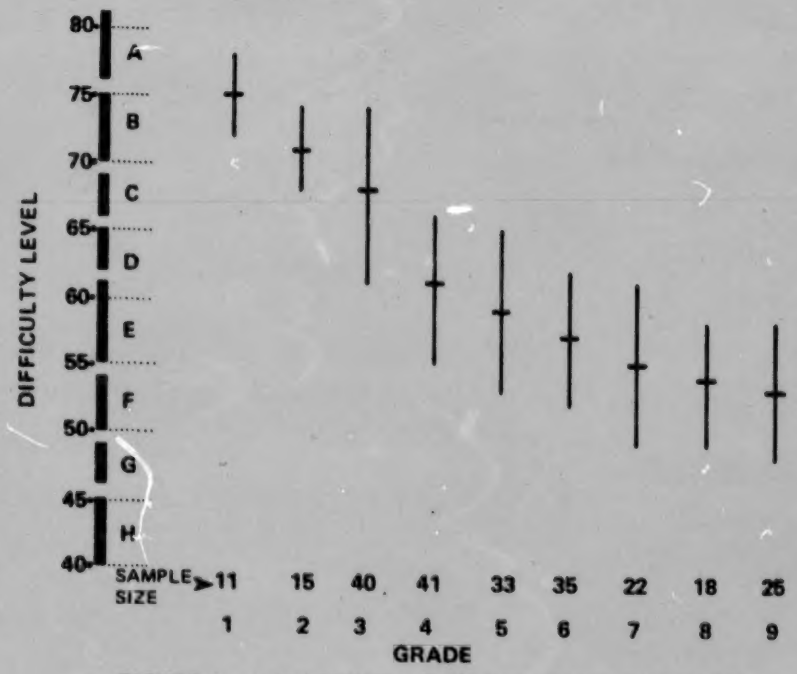

FIGURE 1. DIFFICULTY LEVELS OF BOOKS BY GRADES

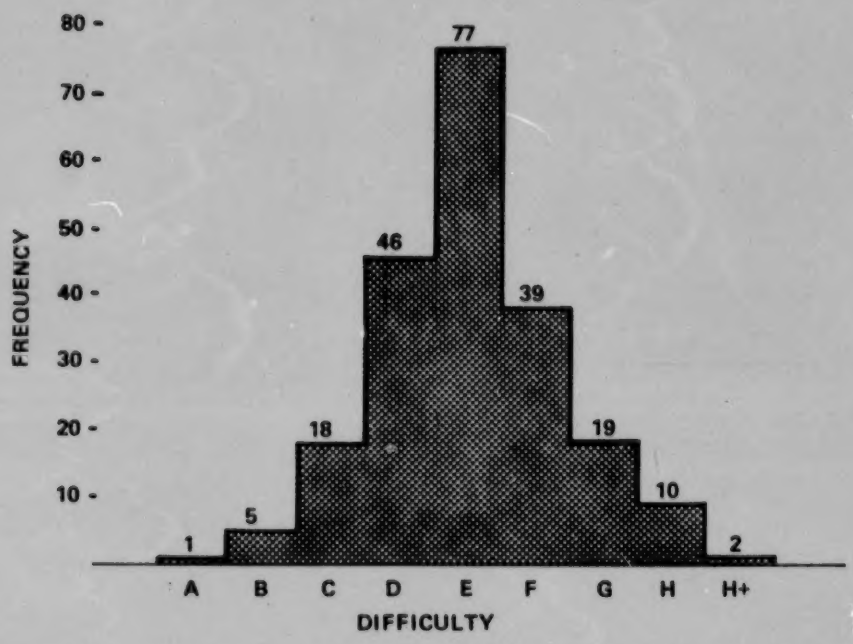

FIGURE 2. DISTRIBUTION OF TWO HUNDRED SEVENTEEN ELEMENTARY SCHOOL LIBRARY BIOGRAPHY BOOKS BY DIFFICULTY LEVEL.

Table 1

STEP Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th-6th Grades	Yes	Probable	50-50	Improb-able	No
58-60	A-G	H			
55-57	A-G	H			
52-54	A-F	G	H		
49-51	A-F	G		H	
46-48	A-E	F	G	H	
43-45	A-E	F		G	H
40-42	A-D	E	F	G	H
37-39	A-D	E		F	GH
34-36	A-C	D	E	F	GH
31-33	A-C	D		E	F-H
28-30	AB	C	D	E	F-H
25-27	AB	C		D	E-H
22-24	A	B	C	D	E-H
19-21	A	B		C	D-H
16-18		A	B	C	D-H
13-15		A		B	C-H
10-12			A	B	C-H
7-9				A	B-H
4-6				A	B-H
1-3					A-H

Table 2

STEP Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th-6th Grades	Yes	Probable	50-50	Improb-able	No
58-60	A-F		G	H	
55-57	A-E	F	G	H	
52-54	A-E	F		G	H
49-51	A-D	E	F		GH
46-48	A-D	E		F	GH
43-45	A-C	D	E		F-H
40-42	A-C	D		E	F-H
37-39	AB	C	D		E-H
34-36	AB	C		D	E-H
31-33	A	B	C		D-H
28-30	A	B		C	D-H
25-27		A	B	C	D-H
22-24		A		B	C-H
19-21			A	B	C-H
16-18				A	B-H
13-15				A	B-H
10-12					A-H
7-9					A-H
4-6					A-H
1-3					A-H

Table 3

CAT
60%

CAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
79-82	80-82	72-85	A-G	H			
76-78	76-79	64-71	A-G	H			
71-75	72-75	56-63	A-F	G	H		
66-70	68-71	50-55	A-F	G		H	
62-65	64-67	45-49	A-E	F	G	H	
58-61	60-63	42-44	A-E	F		G	H
54-57	56-59	38-41	A-D	E	F	G	H
50-53	52-55	34-37	A-D	E		F	GH
46-49	48-51	31-33	A-C	D	E	F	GH
42-45	44-47	28-30	A-C	D		E	F-H
38-41	40-43	26-27	AB	C	D	E	F-H
34-37	35-39	24-25	AB	C		D	E-H
30-33	31-34	21-23	A	B	C	D	E-H
26-29	27-30	19-20	A	B		C	D-H
22-25	22-26	17-18		A	B	C	D-H
18-21	18-21	15-16		A		B	C-H
14-17	14-17	12-14			A	B	C-H
10-13	10-13	8-11				A	B-H
6-9	7-9	5-7				A	B-H
2-5	1-6	1-4					A-H

Table 4

CAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improbable	No
79-82	80-82	72-85	A-F		G	H	
76-78	76-79	64-71	A-E	F	G	H	
71-75	72-75	56-63	A-E	F		G	H
66-70	68-71	50-55	A-D	E	F		GH
62-65	64-67	45-49	A-D	E		F	GH
58-61	60-63	42-44	A-C	D	E		F-H
54-57	56-59	38-41	A-C	D		E	F-H
50-53	52-55	34-37	AB	C	D		E-H
46-49	48-51	31-33	AB	C		D	E-H
42-45	44-47	28-30	A	B	C		D-H
38-41	40-43	26-27	A	B		C	D-H
34-37	35-39	24-25		A	B	C	D-H
30-33	31-34	21-23		A		B	C-H
26-29	27-30	19-20			A	B	C-H
22-25	22-26	17-18				A	B-H
18-21	18-21	15-16				A	B-H
14-17	14-17	12-14					A-H
10-13	10-13	8-11					A-H
6-9	7-9	5-7					A-H
2-5	1-6	1-4					A-H

CTBS
60%

Table 5

CTBS Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
82-85	82-85	76-85	A-G	H			
79-81	79-81	67-75	A-G	H			
75-78	76-78	60-66	A-F	G	H		
72-74	73-75	54-59	A-F	G		H	
69-71	70-72	49-53	A-E	F	G	H	
65-68	66-69	45-48	A-E	F		G	H
62-64	62-65	40-44	A-D	E	F	G	H
57-61	58-61	36-39	A-D	E		F	GH
53-56	54-57	32-35	A-C	D	E	F	GH
48-52	49-53	29-31	A-C	D		E	F-H
43-47	44-48	26-[illegible]	AB	C	D	E	F-H
37-42	38-43	24-25	AB	C		D	E-H
32-36	33-37	22-23	A	B	C	D	E-H
27-31	28-32	19-21	A	B		C	D-H
23-26	23-27	17-18		A	B	C	D-H
19-22	18-22	15-16		A		B	C-H
14-18	13-17	12-14			A	B	C-H
10-13	9-12	8-11				A	B-H
6-9	4-8	4-7				A	B-H
1-5	1-3	1-3					A-H

Table 6

CTBS
75%

CTBS Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
82-85	82-85	76-85	A-F		G	H	
79-81	79-81	67-75	A-E	F	G	H	
75-78	76-78	60-66	A-E	F		G	H
72-74	73-75	54-59	A-D	E	F		GH
69-71	70-72	49-53	A-D	E		F	GH
65-68	66-69	45-48	A-C	D	E		F-H
62-64	62-65	40-44	A-C	D		E	F-H
57-61	58-61	36-39	AB	C	D		E-H
53-56	54-57	32-35	AB	C		D	E-H
48-52	49-53	29-31	A	B	C		D-H
43-47	44-48	26-28	A	B		C	D-H
37-42	38-43	24-25		A	B	C	D-H
32-36	33-37	22-23		A		B	C-H
27-31	28-32	19-21			A	B	C-H
23-26	23-27	17-18				A	B-H
19-22	18-22	15-16				A	B-H
14-18	13-17	12-14					A-H
10-13	9-12	8-11					A-H
6-9	4-8	4-7					A-H
1-5	1-3	1-3					A-H

Table 7

ITBS Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
100-106	108-117	104-122	A-G	H			
95-99	100-107	91-103	A-G	H			
90-94	93-99	80-90	A-F	G	H		
84-89	86-92	71-79	A-F	G		H	
79-83	79-85	64-70	A-E	F	G	H	
74-78	72-78	58-63	A-E	F		G	H
69-73	65-71	52-57	A-D	E	F	G	H
63-68	58-64	46-51	A-D	E		F	GH
56-62	52-57	42-45	A-C	D	E	F	GH
49-55	45-51	38-41	A-C	D		E	F-H
43-48	40-44	35-37	AB	C	D	E	F-H
37-42	36-39	32-34	AB	C		D	E-H
32-36	32-35	30-31	A	B	C	D	E-H
29-31	29-31	27-29	A	B		C	D-H
25-28	25-28	24-26		A	B	C	D-H
21-24	19-24	20-23		A		B	C-H
17-20	13-18	15-19			A	B	C-H
11-16	9-12	12-14				A	B-H
5-10	5-8	8-11				A	B-H
1-4	1-4	1-7					A-H

ITBS
75%

Table 8

ITBS Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
100-106	108-117	104-122	A-F		G	H	
95-99	100-107	91-103	A-E	F	G	H	
90-94	93-99	80-90	A-E	F		G	H
84-89	86-92	71-79	A-D	E	F		GH
79-83	79-85	64-70	A-D	E		F	GH
74-78	72-78	58-63	A-C	D	E		F-H
69-73	65-71	52-57	A-C	D		E	F-H
63-68	58-64	46-51	AB	C	D		E-H
56-62	52-57	42-45	AB	C		D	E-H
49-55	45-51	38-41	A	B	C		D-H
43-48	40-44	35-37	A	B		C	D-H
37-42	36-39	32-34		A	B	C	D-H
32-36	32-35	30-31		A		B	C-H
29-31	29-31	27-29			A	B	C-H
25-28	25-28	24-26				A	B-H
21-24	19-24	20-23				A	B-H
17-20	13-18	15-19					A-H
11-16	9-12	12-14					A-H
5-10	5-8	8-11					A-H
1-4	1-4	1-7					A-H

MAT
60%

Table 9

MAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
94-95	90-95	90-95	A-G	H			
92-93	85-89	85-89	A-G	H			
89-91	79-84	80-84	A-F	G	H		
87-88	74-78	74-79	A-F	G		H	
85-86	68-73	69-73	A-E	F	G	H	
83-84	63-67	64-68	A-E	F		G	H
80-82	58-62	59-63	A-D	E	F	G	H
76-79	53-57	54-58	A-D	E		F	GH
71-75	48-52	49-53	A-C	D	E	F	GH
66-70	43-47	44-48	A-C	D		E	F-H
59-65	38-42	39-43	AB	C	D	E	F-H
53-58	34-37	34-38	AB	C		D	E-H
44-52	30-33	30-33	A	B	C	D	E-H
36-43	26-29	26-29	A	B		C	D-H
28-35	22-25	23-25		A	B	C	D-H
22-27	18-21	19-22		A		B	C-H
17-21	13-17	15-18			A	B	C-H
12-16	8-12	11-14				A	B-H
8-11	4-7	7-10				A	B-H
1-7	1-3	1-6					A-H

MAT
75%

Table 10

MAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
94-95	90-95	90-95	A-F		G	H	
92-93	85-89	85-89	A-E	F	G	H	
89-91	79-84	80-84	A-E	F		G	H
87-88	74-78	74-79	A-D	E	F		GH
85-86	68-73	69-73	A-D	E		F	GH
83-84	63-67	64-68	A-C	D	E		F-H
80-82	58-62	59-63	A-C	D		E	F-H
76-79	53-57	54-58	AB	C	D		E-H
71-75	48-52	49-53	AB	C		D	E-H
66-70	43-47	44-48	A	B	C		D-H
59-65	38-42	39-43	A	B		C	D-H
53-58	34-37	34-38		A	B	C	D-H
44-52	30-33	30-33		A		B	C-H
35-43	26-29	26-29			A	B	C-H
28-35	22-25	23-25				A	B-H
22-27	18-21	19-22				A	B-H
17-21	13-17	15-18					A-H
12-16	8-12	11-14					A-H
8-11	4-7	7-10					A-H
1-7	1-3	1-6					A-H

Table 11

SAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
93-98	98-112	101-112	A-G	H			
87-92	88-97	91-100	A-G	H			
81-86	79-87	81-90	A-F	G	H		
75-80	70-78	73-80	A-F	G		H	
70-74	62-69	65-72	A-E	F	G	H	
65-69	56-61	59-64	A-E	F		G	H
60-64	50-55	53-58	A-D	E	F	G	H
56-59	45-49	48-52	A-D	E		F	GH
51-55	41-44	43-47	A-C	D	E	F	GH
45-50	37-40	39-42	A-C	D		E	F-H
40-44	34-36	36-38	AB	C	D	E	F-H
36-39	31-33	32-35	AB	C		D	E-H
31-35	28-30	29-31	A	B	C	D	E-H
27-30	24-27	26-28	A	B		C	D-H
23-26	21-23	23-25		A	B	C	D-H
19-22	16-20	18-22		A		B	C-H
14-18	10-15	14-17			A	B	C-H
8-13	7-9	8-13				A	B-H
3-7	4-6	5-7				A	B-H
1-2	1-3	1-4					A-H

Table 12

SAT
75%

SAT Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
93-98	98-112	101-112	A-F		G	H	
87-92	88-97	91-100	A-E	F	G	H	
81-86	79-87	81-90	A-E	F		G	H
75-80	70-78	73-80	A-D	E	F		GH
70-74	62-69	65-72	A-D	E		F	GH
65-69	56-61	59-64	A-C	D	E		F-H
60-64	50-55	53-58	A-C	D		E	F-H
56-59	45-49	48-52	AB	C	D		E-H
51-55	41-44	43-47	AB	C		D	E-H
45-50	37-40	39-42	A	B	C		D-H
40-44	34-36	36-38	A	B		C	D-H
36-39	31-33	32-35		A	B	C	D-H
31-35	28-30	29-31		A		B	C-H
27-30	24-27	26-28			A	B	C-H
23-26	21-23	23-25				A	B-H
19-22	16-20	18-22				A	B-H
14-18	10-15	14-17					A-H
8-13	7-9	8-13					A-H
3-7	4-6	5-7					A-H
1-2	1-3	1-4					A-H

SRA
60%

Table 13

SRA Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 60% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
87-90	88-90	86-90	A-G	H			
83-86	84-87	79-85	A-G	H			
79-82	80-83	71-78	A-F	G	H		
74-78	76-79	64-70	A-F	G		H	
69-73	71-75	57-63	A-E	F	G	H	
64-68	66-70	51-56	A-E	F		G	H
59-63	61-65	46-50	A-D	E	F	G	H
53-58	55-60	41-45	A-D	E		F	GH
48-52	49-54	36-40	A-C	D	E	F	GH
42-47	44-48	32-35	A-C	D		E	F-H
37-41	38-43	29-31	AB	C	D	E	F-H
33-36	33-37	26-28	AB	C		D	E-H
29-32	29-32	23-25	A	B	C	D	E-H
25-28	25-28	21-22	A	B		C	D-H
22-24	22-24	18-20		A	B	C	D-H
18-21	18-21	15-17		A		B	C-H
14-17	13-17	11-14			A	B	C-H
9-13	9-12	7-10				A	B-H
4-8	5-8	4-6				A	B-H
1-3	1-4	1-3					A-H

SRA
75%

Table 14

SRA Total Raw Reading Test Scores as Indicators of Ability to Read with Approximately 75% Comprehension Instructional Materials of Varying Difficulty Levels

4th Grade	5th Grade	6th Grade	Yes	Probable	50-50	Improb-able	No
87-90	88-90	86-90	A-F		G	H	
83-86	84-87	79-85	A-E	F	G	H	
79-82	80-83	71-78	A-E	F		G	H
74-78	76-79	64-70	A-D	E	F		GH
69-73	71-75	57-63	A-D	E		F	GH
64-68	66-70	51-56	A-C	D	E		F-H
59-63	61-65	46-50	A-C	D		E	F-H
53-58	55-60	41-45	AB	C	D		E-H
48-52	49-54	36-40	AB	C		D	E-H
42-47	44-48	32-35	A	B	C		D-H
37-41	38-43	29-31	A	B		C	D-H
33-36	33-37	26-28		A	B	C	D-H
29-32	29-32	23-25		A		B	C-H
25-28	25-28	21-22			A	B	C-H
22-24	22-24	18-20				A	B-H
18-21	18-21	15-17				A	B-H
14-17	13-17	11-14					A-H
9-13	9-12	7-10					A-H
4-8	5-8	4-6					A-H
1-3	1-4	1-3					A-H

III. How to Estimate the Difficulties of Books Not Listed

A. Instructions

At present over 600 books in language arts, social studies, and fiction and non fiction library books have been analyzed and listed. It is likely, however, that persons wishing to use the system may frequently encounter books not on the list. This section gives procedures which have been found to give reasonably accurate estimates of difficulties. It is envisioned that they could be most efficiently used by teams of teachers in pre-school or planning sessions; after some familiarity with the procedures has been developed, they should require no more than five to ten minutes per book per teacher. In part two of the report a write-up and listing of the computer program which is used to determine book difficulty is given. If a large computer with a SNOBOL compiler is available the program should be used for more accurate and efficient difficulty estimations.

Of the following steps, one and two should be done by one member of the team; three through six should be performed independently for each book by at least three persons, and the remainder should be done by only one person.

1. Divide the book into three equal parts and then randomly turn to a page in each part. If a page you have selected contains non-prose material, short dialogue, or other material that does not appear to be representative of the book select another page.

2. Record the three page numbers on a slip of paper to be kept with the book. On each page you selected make a pencil mark at the beginning of the first complete sentence, estimate about 150-200 words from that point, and make another pencil mark at the end of the selection. Your sample should contain about ten sentences, so if the book is fairly difficult you may have to include more than 150-200 words. If the book is very easy or contains pictures you may need to extend your sample to one or more additional pages.
3. Turn to the section of this chapter labeled C. It contains eight standard paragraphs, two per page, that are labeled A through H in ascending order of difficulty. You should read these paragraphs once or twice to become familiar with them before you use them for the first time.
4. Turn to the first sample of the book, read through it rapidly and compare it with each of the eight passages until you find the one you think is most like it in difficulty. It may save time to begin your comparison with passages D or E and then proceed either forward or backward depending on whether you rate your sample harder or easier than those.
5. Write the name of the book and the page number of the sample on a sheet of paper and record the letter of the paragraph most comparable to it in difficulty.
6. Repeat steps 4 and 5 for the remaining two samples of the book.

Note: Reading difficulties of the standard passages were computed by a formula which included average sentence length, average word length, and proportion of different words not on the Dale list of

769 easy words. Making actual counts of these variables is tedious and time consuming. You should read the sample quickly and form an over all impression of its difficulty by matching it with one of the standard paragraphs.

7. Collect the rating slips from each person who rated the book and record their ratings on a summary work sheet such as the one given in this section of the report. Convert the letter ratings to numbers -- A=1, B=2, ... H=8.

8. Average the ratings for each sample separately and then average those averages to obtain the estimated diffficulty of the book. For example, the averages of the ratings for each of the samples on the work sheet are 5.6, 5.6, and 4.8. The average of these three numbers is 5.3 which is then rounded to 5. This number is converted back to the letter E which is the estimated difficulty of the book.

B. Summary Work Sheet for Estimating the Reading Difficulty of a Book

Holbrook, S.
Author

Series

America's Ethan Allen
Title

Houghton-Mifflin
Publisher

1949
Date

Rater	Sample 1		Sample 2		Sample 3	
J. B.	D	4	C	3	E	5
R. K.	E	5	F	6	C	3
L. S.	G	7	F	6	F	6
S. N.	D	4	E	5	D	4
J. W.	H	8	H	8	F	6
Sum		28		28		24
Average		5.6		5.6		4.8

Average of Samples

S_1 5.6

S_2 5.6

S_3 4.8

Sum 16.0

Average 5.3

Estimate of book difficulty E

A THE NORSEMEN

Leif Ericson grew up. He learned about the land and the sea. One day Leif talked to his father. "I want to go on a trip", Leif said. "I want a ship of my own." Eric thought about what Leif said. Leif was not very old. But he was a good sailor. "You may go on a trip," said Eric. "Go to Norway. Tell the new King about Greenland. Take gifts from Greenland to the King. Take furs to trade in Norway." At last the day came. Leif took furs to his ship. He took a pair of falcons in a cage. He took a white polar bear cub, too. Leif was happy. He had his own ship. He was happy to sail to Norway. Why was Leif happy? Leif's ship sailed east. For nine days they sailed. Then they saw high mountains. They were in Norway. Leif went to see the King of Norway. He took gifts to the King. "Tell me about Greenland," said the King. "Tell me about the people and their homes." Leif told the King all about Greenland. He stayed in Norway all winter long. (Social Science Staff, Educational Research Council of America, pp. 29-34, 1970)

B HARD WORK

Joe's two buckets were full of figs, so his father picked them up and dumped the figs into the boxes. Joe was happy the buckets were full.

Everyone sat on the ground under a tree for lunch. They talked and laughed and had a good time. Joe's father said, "Joe picked enough figs to fill two buckets. That's good."

But his mother said, "It's a little too fast. He'll have to slow down the rest of the day."

Joe looked up. "Why should I slow down!" he thought. "It's easy to pick fast."

"You mustn't pick too fast on your first day, Joe," his father said. "Your back will start to hurt and you'll get tired."

"How many more buckets before I have enough for shoes?" Joe asked.

"Many, many more, Joe," his father answered. "You'll have to pick for three or four more days before you have enough."

After Joe went back to work, the girls went to sleep. Then Joe could pick fast. "I won't get tired," he said to himself. Soon Joe's buckets started to get heavy again. He wished he could rest, like the girls sleeping under the tree, but he thought about the shoes and went on picking. He picked enough figs to fill two more buckets.

When the girls got up, Joe had to take them to the car for a drink of water. The day was so hot that Joe was happy to get a drink too. His father came for the heavy buckets. Joe went with him to dump the figs. (Carrillo (ed.), pp. 98-100, 1970)

C LOOKING EVERYWHERE

Each yard on our street has its own wood fence, back-to-back with the fence for the next yard. Between the two fences is a narrow space. Tiger squeezed into the narrow space, and we stopped the other cat from going in after him.

The spotted cat walked away a little, sat down to wash his paws as if nothing had happened, then jumped up over the alley fence into another yard. Tiger didn't come out, though. "You can come out now, Tiger," I called to him. "We've rescued you. The other cat has gone away." But Tiger still didn't come out. He doesn't like me much anyway. I used to tease him sometimes, because he is so stupid. Miss Hopewell got very mad at me.

"That was a pretty good fight, Tiger," Manuel said. He leaned down and looked into the dark space between the two fences. "I can't even see him," he said. Could he crawl along between the fences and get out at the other end?"

"No, those fences go right up to the wall of the house," I said. "You couldn't crawl far in there anyway. The fences are so old the posts inside have fallen down in some places. See how the fence boards lean in?"

"Then maybe Tiger can't turn around," said Joe. "Do you think he's trapped in there, stuck?"

I thought about it. "A smart cat could get out backwards," I said, "but Tiger isn't the smartest cat in the world."

"And he's pretty fat, too," Manuel said, laughing.
(Carrillo (ed.), pp. 12-13, 1970)

D SEE UP THE MOUNTAIN

It's time to move on. Are these the only living things in this quiet place? As we walk along, we see a footprint like a tiny hand in the dust of the trail. A raccoon must have been out last night, but now it's asleep in its nest in that old hollow tree. The white-footed mice are asleep, too. We know there are thousands of them all around us, even though we don't see them in the daytime. They are safe now from the hawks, but when they come out at night to look for seeds and berries, owls will be looking for them. We stroll up a hillside covered with fluffy gray bushes. A high shrill call stops us in our tracks. Out from the brush marches a mother quail with her babies. The tall feather on top of her head bobs up and down as she walks along. Her brownish-gray feathers blend with the brown grass and gray bushes. She calls again, and another quail answers. We tiptoe toward the quail family--but not softly enough. Mother and babies rush back into the brush. Don't step over that fallen log until we see what's on the other side. A rattlesnake is lying there waiting for a meal of chipmunk to come its way. If we don't disturb it, it won't disturb us, so let's go on. Now the trail turns sharply upward. This part of the mountain is quite different from the foothills. (Morrow, pp. 8-9, 1972)

THE POLO PONY

Once there was an English-Irish-American boy with dark unruly hair and earnest gray eyes. He grew up on the marshes of Cape Cod, and his mother wanted him to be a clam digger or an assistant postmaster. Then he could always come home to supper at night and always sleep in his own bed.

His father, you see, just loved to run across fields. He had come to America with an international track team and he had to travel here, there, and everywhere with his team. You can understand why the boy's mother needed one man around the house, even if he was only a teen-ager.

The boy dug clams and painted the picket fence and ran errands and went to school. Then one Saturday afternoon he saw a newsreel in town, and that changed his whole life. Men in white breeches and helmets were whacking a ball as they rode galloping horses. It looked like fun but the way he said "fun" to his mother over the supper table made it a big word, shot through with speed, excitement, competition.

He asked questions about the game. Did she know how it was played? How he could get to play? She shook her head, and the next day the clam diggers shook theirs. They had never heard about a game that looked like hockey on horseback. Only one old man could shed any light on the subject, and this was unpleasant light. "Game's for rich folks, son." (Henry, p. 22, 1951)

F

AMERICA TRAVELS

Henry Ford made it possible, by making inexpensive automobiles, for more people to use them. The first Ford car was a strange looking thing, for it had a buggy top mounted on wheels of bicycle type. In the early hours of a gray, rainy morning the car was wheeled out of its garage and Henry Ford made his trial trip. The car went! This first Ford car attracted a great deal of attention. Crowds gathered around it and gazed at it with astonishment. People laughed at it, just as they had laughed at the first steamboats. But everyone was interested, so much so, in fact, that it was necessary to chain the little car to a post when it was left standing, to keep it from being moved away. Henry Ford kept on making cars, he was the first to make them in great quantities as they are made in the Ford factories today. For a time electric cars were also made by some companies, but these proved too slow and expensive and are not now in general use.

In Europe and in America inventors were struggling with the problem of how to make a heavier-than-air machine that would fly. Experiments with gliders proved that flying was possible, but gliders had no engines and did not stay in the air for any length of time. Wilbur and Orville Wright made the first heavier-than-air machine with machine-driven power. This first airplane was tried out at Kitty Hawk in North Carolina, and on its first trial stayed in the air twelve seconds. (Dalgleish, p. 116, 1955)

For a moment there was silence. Then several people began to talk at once. Most of the board members, it turned out, were for my plan. The idea of medical work done on a simple, human basis with no strings attached, appealed to everyone. The only hitch was that this work did not fit the character of the IRC.

"We would have to change our charter," someone objected.

I jumped to my feet. "Why not?" I blithely asked.

They all laughed goodnaturedly at my brashness. But they began to discuss the point. At last a motion was made to amend the charter so that the IRC could "accept the task of providing humanitarian medical aid to threatened parts of the world."

That was the birth of MEDICO-- officially, Medical Internation Cooperation.

It was inspiring to watch the medical profession rally to our support. Doctors and dentists sacrificed thriving practices to volunteer for this work of bringing simple medical care to the poorest of the poor, the neediest of the needy, all over the world. Nurses, technicians, social workers and plain college students like John de Vitry and Bob Waters were eager to serve on our teams. Dr. Comanduras was elected our Secretary General. Although we were originally launched under the auspices of the International Rescue Committee, we later became an independent organization -- Medico, Inc. -- wholly on our own.

A month before, en route home from Laos, I had sat beside Dr. Albert Schweitzer on the banks of the Ogowe River in French Equatorial Africa. (Dooley, p. 130, 1956)

H KON-TIKI

The monster came quietly, lazily swimming after us from astern. It grinned like a bulldog and lashed gently with its tail. The large round dorsal fin projected clear of the water and sometimes the tail fin as well, and, when the creature was in the trough of the swell, the water flowed about the broad back as though washing round a submerged reef. In front of the broad jaws swam a whole crowd of zebra-striped pilot fish in fan formation, and large remora fish and other parasites sat firmly attached to the huge body and traveled with it through the water, so that the whole thing looked like a curious zoological collection crowded round something that resembled a floating deep-water reef.

A twenty-five-pound dolphin, attached to six of our largest fishhooks, was hanging behind the raft as bait for sharks, and a swarm of the pilot fish shot straight off, nosed the dolphin without touching it, and then hurried back to their lord and master, the sea king. Like a mechanical monster it set its machinery going and came gliding at leisure toward the dolphin which lay, a beggarly trifle, before its jaws. We tried to pull the dolphin in, and the sea monster followed slowly, right up to the side of the raft. It did not open its mouth but just let the dolphin bump against it, as if to throw open the whole door for such an insignificant scrap was not worth while. When the giant came close up to the raft, it rubbed its back against the heavy steering oar, which was just lifted up out of the water, and now we had ample opportunity of studying the monster at the closest quarters. (Heyerdahl, p. 92, 1953)

IV. How to Construct New Prediction Tables

There are at least three possible reasons that might make it desirable for users of the system to construct their own prediction tables. First, the sample of students used to develop the current tables might not be representative of all students in the population for which the system is to be used although it seems likely that the results obtained in the present study will be replicable in most other situations where students are highly heterogeneous with respect to reading ability. However, special situations may exist or some users may simply want to be sure that the system works for them. A second reason for constructing new tables would be the need to reference a standardized test or test form not included in the present study. The other reason might be a desire to obtain tables based on different comprehension level criteria.

Because of the complex and time consuming nature of the process it is not recommended that individual teachers undertake to develop new tables. It is probable, however, that even small research or testing departments in public school systems could easily follow the instructions given below in constructing tables that would be useful in their schools. References to Part Two of this report are made in order to avoid repetitious descriptions of technical procedures of interest only to persons planning to use them.

1. Select a minimum of four hundred students and administer the standardized reading test selected for them. Intact classes can be used and if possible they should be selected randomly from the population of classes in the system. At any rate, the students tested should be representative of all students for whom the system is to be used.

2. Select at least two sets of eight tests from the four sets of tests given in appendix 1 and administer them to the students in the sample classrooms using the directions also found in the appendix. Use the procedures outlined in study three of Chapter III in the technical report for constructing the test booklets and administering them to the students. The subject matter tests should be given within a week or two of the standardized test.

3. Score the eight tests to obtain the number of correct items per test. Select the desired level of comprehension criterion and use it for computing a smoothed scale score for each student. Procedures for doing this are outlined in section C of Chapter IV of the technical report. Raw scale scores (section A of Chapter IV) are easier to compute and can be used if desired, but smoothed scale scores are more reliable and are recommended for table construction.

A check on the scalability of these scores can be made by tabulating the percentage of students at each smoothed scale score level who "passed" each passage test. Tables 25 and 26 in Chapter IV of the technical report show how the results of this tabulation should appear. These results are not used directly in construction of the prediction tables. They only serve to check on the adequacy of the assumption that individual students can be located on a reading difficulty continuum.

4. Divide the raw scores of the standardized test into at least ten but not more than twenty equal intervals. Make a table with the number of rows being determined by the standardized test raw score intervals and with nine columns for the smoothed scale scores zero through eight. A tenth column should be labeled "raw total". Determine and

enter in the proper cells the number of students at each smoothed scale score for each standardized test raw score interval. Record the total number of students in each row in column ten of that row. Tables 37 and 38 in Chapter V of the technical report illustrate the outcomes of this procedure.

5. For each row, begin with the ninth column (smoothed scale score eight) and compute cumulative frequencies for each column to the left of it. Divide each of the cumulative frequencies by the row total. An example, taken from table 37 STEP raw score interval 31-33, is shown below. The first row is shown as it appears in the table; the second gives the cumulative frequencies, and the third shows the cumulative percentages.

	0	1 (A)	2 (B)	3 (C)	4 (D)	5 (E)	6 (F)	7 (G)	8 (H)	Total
31-33		1	1	2	8	12	9	9	2	44
31-33	44	44	43	42	40	32	20	11	2	44
31-33	100	100	98	95	91	73	45	25	5	44

6. The completed table of cumulative percentages with passage numbers converted into the letters A through H is a prediction table based on observed frequencies and interpretations can be made in the following manner: Ninety one percent of students with STEP scores of 31-33 can read books of difficulty levels A through D. Only twenty five percent can read books of level G. If it is desired to put the table in the same form as those in this report, the next step should be performed.

7. Make a new table with five columns and with as many rows as the number of standardized test raw score intervals. Head the columns yes, probable, 50-50, improbable, and no. Use the following percentage ranges to convert cumulative percentages to prediction statements:

81 - 100	Yes
61 - 80	Probable
41 - 60	50-50
21 - 40	Improbable
0 - 20	No

Begin with the left most column in a certain row, determine the prediction statement to which its percentage belongs and proceed across columns until you come to a cell whose percentages belong to a different prediction statement. Assign letters for all difficulty levels with common prediction statements to the appropriate column in the prediction table. The example below shows the cumulative percentage row for the STEP interval 31-33 converted into the desired form.

	Yes	Probable	50-50	Improbable	No
31-33	A-D	E	F	G	H

Convert all rows in a similar manner to complete the prediction table.

The procedures outlined above use observed frequencies and cumulative percentages to produce the prediction table. This procedure is generally adequate although the percentages in the extreme upper and lower rows may be unstable because they are usually based on small numbers of subjects. The technique was presented here because it can be accomplished without the use of large scale computing facilities. If such facilities are available it may be desired to use the regression methods that were employed in constructing tables 1-14. A program write up and listing

of a compressed FORTRAN program deck (Smith, 1970) are given in appendix 2. The program requires as input the means and standard deviations of the standardized test and the smoothed scale scores and their correlation coefficient. Examples of the program output are shown in tables 35 and 36 of the technical report. Interpretation of the output and its use in forming the prediction tables is given in Chapter V of the technical report.

V. Next Steps in the Development of the System

While the system appears to be useful for teachers, librarians, and others in its present form, additional research and experience will no doubt improve its effectiveness. A list of current limitations of the system and some steps that will be taken to remove them follow:

1. The same tables for predicting student success are used for all four of the subject areas (language arts, social studies, and library fiction and non fiction books). There is some indication that language arts books (excluding readers) are somewhat more difficult than those of the other areas classified at the same difficulty levels. Additional research may indicate the necessity of constructing separate tables for this area. If practical experience seems to bear out this possibility an adjustment can be made by the user by simply adding one level to the difficulty classification of these books. Thus, a grammar book classified in the book list as A-C could be actually at the B-D level.
2. The same tables are also used for predicting success at all three grade levels. While the research done on this system gave little indication that separate tables should be prepared for each grade, another investigator (Bormuth, 1971) did find results that indicate such a step might be necessary.
3. The system now excludes materials in science, mathematics and other subject matter areas from consideration. Future studies

will determine whether the current tables can be used for them or whether additional ones will have to be constructed when they are brought into the system.

4. Only grades four, five and six are now included in the system even though it seems probable that it could be useful through the Junior College level as well as at grades one through three. Extensions of the system to these grades are planned.

5. In the development of the system, both standardized reading tests and the tests used to determine students' positions on the reading difficulty continuum were given within the same week. The question arises as to how recent test results must be in order to be valid for use in the system. No research on this point has been conducted but it is suggested that test results less than six months old are probably sufficiently recent to be used. Experience with the system might suggest that the interpretation of test results several months old might have to be modified by moving up one or more rows in the tables.

6. The system is concerned only with reading difficulty. Other variables such as interest level are not taken into account. It is suggested that the user first determine suitability of materials for students in terms of difficulty and then refine or modify selections in terms of interest levels, student motivation and so forth.

In summary, none of the system limitations appear to invalidate it although they do indicate areas where users should be particularly careful and also raise questions that must be answered by additional research.

It is believed to be sufficiently accurate in its present form to warrant its use, especially when the small amount of necessary teacher time involved is considered in terms of increased accuracy in obtaining an optimum matching of students with instructional materials.

VI. The Book Lists[1,2]

A. Books Listed by Author

Language Arts
Library
Social Studies

[1]In some instances publication dates were inadvertently omitted. These omissions are indicated by 0000.

[2]Prediction tables refer only to difficulty levels A through H because this range encompasses the great majority of books in use in grades four through six. Where book difficulty ranges go beyond H upper levels are denoted by successive letters in the alphabet (I-K).

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 1, HARPER AND ROW, AB

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 2, HARPER AND ROW, BB

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 3, HARPER AND ROW, BC

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 4, HARPER AND ROW, CE

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 5, HARPER AND ROW, EF

ANDERSON, ET AL, NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 6, HARPER AND ROW, EF

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-ONE, GINN, 1973, EF

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-THREE, GINN, 1973, EG

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-TWO, GINN, 1973, EH

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-HERO, GINN, 1973, EF

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-JOURNEYS, GINN, 1973, EG

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-ME, GINN, 1973, FF

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. WRITER READER-NARRATIVE, GINN, 1973, FF

APPLEBY, B C (ED), GINN INTERRELATED SEQUENCES IN LITERATURE. WRITER READER-THE WRITER'S VOICE, GINN, 1973, EF

CARLSEN, G R, ET AL, THEMES AND WRITERS SERIES. FOCUS-THEMES IN LITERATURE-GRADE 7, MCGRAW-HILL, 1969, FG

CARLSEN, G R, ET AL, THEMES AND WRITERS SERIES. INSIGHTS-THEMES IN LITERATURE-GRADE 9, MCGRAW-HILL, 1967, EF

CARLSEN, G R, ET AL, THEMES AND WRITERS SERIES. PERCEPTION-THEMES IN LITERATURE-GRADE 8, MCGRAW-HILL, 1969, FG

CARRILLO, ET AL, CHANDLER READING PROGRAM. LET'S SEE THE ANIMALS, NOBLE AND NOBLE, AA

CARRILLO, ET AL, CHANDLER READING PROGRAM. LET'S TAKE A TRIP, NOBLE AND NOBLE, AB

CARRILLO, ET AL, CHANDLER READING PROGRAM. LOOKING EVERYWHERE, NOBLE AND NOBLE, BC

CARRILLO, ET AL, CHANDLER READING PROGRAM. LOOKING HERE AND THERE, NOBLE AND NOBLE, BC

CARRILLO, ET AL, CHANDLER READING PROGRAM. TAKE ANOTHER LOOK, NOBLE AND NOBLE, BB

CARRILLO, ET AL, CHANDLER READING PROGRAM. TAKE ANOTHER LOOK, NOBLE AND NOBLE, BD

CONNALLY, ET AL, ADVENTURES IN LITERATURE SERIES. ADVENTURES IN READING, HARCOURT, BRACE AND WORLD, 1973, EF

EARLY, M, ET AL, BOOKMARK READING PROGRAM. GOALS IN READING, HARCOURT, BRACE, AND JOVANOVICH, 1970, DE

EARLY, M, ET AL, BOOKMARK READING PROGRAM. READING POWER, HARCOURT, BRACE AND JOVANOVICH, 1970, EF

EARLY, M, ET AL, BOOKMARK READING PROGRAM. READING TO LEARN, HARCOURT, BRACE AND JOVANOVICH, 1970, EE

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. AN APE OR A MONKEY, HOLT, RINEHART AND WINSTON, 1973, DD

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. A PLACE FOR ME, HOLT, RINEHART AND WINSTON, 1973, AB

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. A TIME FOR FRIENDS, HOLT, RINEHART AND WINSTON, 1973, EB

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. FAR AWAY FOLK TALES, HOLT, RINEHART AND WINSTON, 1973, FF

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. FOLK TALES FROM THE AMERICAS, HOLT, RINEHART AND WINSTON, 1973, DD

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS, FREEDOMS GROUND, HOLT, RINEHART AND WINSTON, 1973, DE

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. FRIDAY NIGHT IS PAPA NIGHT, HOLT, RINEHART AND WINSTON, 1973, BC

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. HOW DOES IT FEEL TO LIVE NEXT DOOR TO A GIRAFFE, HOLT, RINEHART AND WINSTON, 1973, BB

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. I LIKE YOU MY FRIEND, HOLT, RINEHART AND WINSTON, 1973, DD

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. MARVELOUS MACHINES, HOLT, RINEHART AND WINSTON, 1973, EE

EVERITTS, E L, ET AL, HOLT BASIC READING SYSTEMS. MUSEUMS, HOLT, RINEHART AND WINSTON, 1973, EF

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. NEVER GIVE UP, HOLT, RINEHART AND WINSTON, 1973, BC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. PEOPLE NEED PEOPLE, HOLT, RINEHART AND WINSTON, 1973, EC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. PHYLLIS OF ISLETA, HOLT, RINEHART AND WINSTON, 1973, CC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. RIDERS ON THE EARTH, HOLT, RINEHART AND WINSTON, 1973, EF

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. SAM, BANGS AND MOONSHINE, HOLT, RINEHART AND WINSTON, 1973, CC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. SHHHHH, IT'S A SECRET, HOLT, RINEHART AND WINSTON, 1973, BB

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. SIX GREAT MAMMALS, HOLT, RINEHART AND WINSTON, 1973, EE

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. SPECIAL HAPPENINGS, HOLT, RINEHART AND WINSTON, 1973, CC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE ADVENTURE OF FLIGHT, HOLT, RINEHART AND WINSTON, 1973, GH

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE APPLE AND THE ENVELOPE, HOLT, RINEHART AND WINSTON, 1973, BC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE BEAUTIFUL EGG, HOLT, RINEHART AND WINSTON, 1973, BE

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE BOY WHO COULD SING PICTURES, HOLT, RINEHART AND WINSTON, 1973, DE

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE LAST HORSE, HOLT, RINEHART AND WINSTON, 1973, CE

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE WAY OF THE WORLD, HOLT, RINEHART AND WINSTON, 1973, CC

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. THE WONDERFUL WORDS OF SPORTS, HOLT, RINEHART AND WINSTON, 1973, DD

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. TIME TO WONDER, HOLT, RINEHART AND WINSTON, 1973, EG

EVERTTS, E L, ET AL, HOLT BASIC READING SYSTEMS. UP FROM THE GROUND, HOLT, RINEHART AND WINSTON, 1973, DF

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 1, MCDOUGAL, LITTELL, 1971, EG

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 2, MCDOUGAL, LITTELL, 1971, FF

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 3, MCDOUGAL, LITTELL, 1970, EF

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 1, MCDOUGAL, LITTELL, 1971, EF

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 2, MCDOUGAL, LITTELL, 1971, DE

HAUPTE, H B, ED, MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 3, MCDOUGAL, LITTELL, 1970, DF

IVERSON, ET AL, RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY JOURNEYS, L W SINGER, 1963, EF

IVERSON, ET AL, RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY ADVENTURES, L W SINGER, 1963, EG

JANEWAY, ET AL, HOUGHTON MIFFLIN LITERATURE SERIES. DISCOVERING LITERATURE-GRADE 7, HOUGHTON MIFFLIN CO, 1968, DF

JANEWAY, ET AL, HOUGHTON MIFFLIN LITERATURE SERIES. EXPLORING LITERATURE-GRADE 8, HOUGHTON MIFFLIN CO, 1968, FF

JANEWAY, ET AL, HOUGHTON MIFFLIN LITERATURE SERIES. VALUES IN LITERATURE-GRADE 9, HOUGHTON MIFFLIN CO, 1968, DE

JOHNSON, M S, ET AL, THE READ SYSTEM. EACH AND ALL, AMERICAN BOOK, 1968, AB

JOHNSON, M S, ET AL, THE READ SYSTEM. FAR AND AWAY, AMERICAN BOOK, 1968, AB

JOHNSON, M S, ET AL, THE READ SYSTEM. GOLD AND SILVER, AMERICAN BOOK, 1968, BB

JOHNSON, M S, ET AL, THE READ SYSTEM. HIGH AND WIDE, AMERICAN BOOK, 1968, BE

JOHNSON, M S, ET AL, THE READ SYSTEM. IDEAS AND IMAGES, AMERICAN BOOK, 1968, CD

JOHNSON, M S, ET AL, THE READ SYSTEM. JOYS AND JOURNEYS, AMERICAN BOOK, 1968, DE

JOHNSON, M S, ET AL, THE READ SYSTEM. KINGS AND THINGS, AMERICAN BOOK, 1968, EE

JOHNSON, M S, ET AL, THE READ SYSTEM. LAUNCHINGS AND LANDINGS, AMERICAN BOOK, 1968, DE

LITTELL, (ED), COPING WITH THE MASS MEDIA, MCDOUGAL, LITTELL, 1972, GI

MAGUIRE, R T, ET AL, CONTEMPORARY ENGLISH CURRICULUM. CONTEMPORARY ENGLISH 7, SILVER BURDETT, 1973, FG

MAGUIRE, R T, ET AL, CONTEMPORARY ENGLISH CURRICULUM. CONTEMPORARY ENGLISH 8, SILVER BURDETT, 1973, EF

MAGUIRE, R T, ET AL, CONTEMPORARY ENGLISH CURRICULUM. CONTEMPORARY ENGLISH 9, SILVER BURDETT, 1973, FF

MARTIN. SOUNDS OF LANGUAGE. SOUNDS OF A DISTANT DRUM, HOLT, RINEHART AND WINSTON, DE

MARTIN. SOUNDS OF LANGUAGE. SOUNDS OF A STORYTELLER, HOLT, RINEHART AND WINSTON, DE

MARTIN. SOUNDS OF LANGUAGE. SOUNDS OF A YOUNG HUNTER, HOLT, RINEHART AND WINSTON, EF

MARTIN. SOUNDS OF LANGUAGE. SOUNDS OF MYSTERY, HOLT, RINEHART AND WINSTON, DE

MEMAN, ET AL, ADVENTURES IN LITERATURE SERIES. ADVENTURES FOR READERS-BOOK 1, HARCOURT, BRACE AND WORLD, 1973, EF

NIEMAN, ET AL, ADVENTURES IN LITERATURE SERIES. ADVENTURES FOR READERS-BOOK 2, HARCOURT, BRACE AND WORLD, 1973, EG

O'DONNELL, ET AL, DESIGN FOR READING SERIES. ALEC MAJER THE TRAIL BOSS (OPENING DOORS), HARPER AND ROW, BC

O'DONNELL, ET AL, DESIGN FOR READING SERIES. ALISTAIRE OWL (SHIFTING SCENES), HARPER AND ROW, CD

O'DONNELL, ET AL, DESIGN FOR READING SERIES. A SUMMER ADVENTURE (OPENING DOORS), HARPER AND ROW, DE

O'DONNELL, ET AL, DESIGN FOR READING SERIES. COMING TO CROSS ROADS, HARPER AND ROW, CE

O'DONNELL, ET AL, DESIGN FOR READING SERIES. FROM NEAR AND FAR, HARPER AND ROW, CD

O'DONNELL, ET AL, DESIGN FOR READING SERIES. HOW TO READ LITERATURE (FROM LIONS TO LEGENDS), HARPER AND ROW, FG

O'DONNELL, ET AL, DESIGN FOR READING SERIES. HOW TO READ SCIENCE (FROM LIONS TO LEGENDS), HARPER AND ROW, EF

O'DONNELL, ET AL, DESIGN FOR READING SERIES. HOW TO READ SOCIAL STUDIES (FROM LIONS TO LEGENDS), HARPER AND ROW, FH

O'DONNELL, ET AL, DESIGN FOR READING SERIES. IN SUNSHINE AND SHADOWS, HARPER AND ROW, EB

O'DONNELL, ET AL, DESIGN FOR READING SERIES. MAGIC AND THE SWORD (SHIFTING SCENES), HARPER AND ROW, EF

O'DONNELL, ET AL, DESIGN FOR READING SERIES. OSCAR LOBSTERS FAIR EXCHANGE (DEPARTURES), HARPER AND ROW, DE

O'DONNELL, ET AL, DESIGN FOR READING SERIES. PENGUINS ARE COMING (OPENING DOORS), HARPER AND ROW, BC

O'DONNELL, ET AL, DESIGN FOR READING SERIES. RETREAT TO GLORY (SHIFTING SCENES), HARPER AND ROW, EE

O'DONNELL, ET AL, DESIGN FOR READING SERIES. SEE UP THE MOUNTAIN (OPENING DOORS), HARPER AND ROW, DC

O'DONNELL, ET AL, DESIGN FOR READING SERIES. SOMETHING TO TELL, HARPER AND ROW, AA

O'DONNELL, ET AL, DESIGN FOR READING SERIES. SPANNING THE SEVEN SEAS, HARPER AND ROW, EE

O'DONNELL, ET AL, DESIGN FOR READING SERIES. SPRINGBOARDS, HARPER AND ROW, BC

O'DONNELL, ET AL, DESIGN FOR READING SERIES. STARS, MOSQUITOS, AND CROCODILES (SHIFTING SCENES), HARPER AND ROW, GH

O'DONNELL, ET AL, DESIGN FOR READING SERIES. STEPPING STONES, HARPER AND ROW, BC

O'DONNELL, ET AL, DESIGN FOR READING SERIES. THAT BAD CARLOS (DEPARTURES), HARPER AND ROW, CD

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RICHARDS, M M (COORD), ET AL, AMERICAN COMMUNITIES. AN APPLE-GROWING COMMUNITY-YAKIMA-WASHINGTON, ALLYN AND BACON, 1970, CC

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DESIGN FOR READING SERIES. SOMETHING TO TELL,O'DONNELL, ET AL, HARPER AND ROW, AA

MERRILL LINGUISTIC READERS. READER 1,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, AA

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THE OPEN HIGHWAYS PROGRAM. READY TO ROLL,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1967, AA

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HOLT BASIC READING SYSTEMS. A PLACE FOR ME,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, AB

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CHANDLER READING PROGRAM. TAKE ANOTHER LOOK,CARRILLO, ET AL, NOBLE AND NOBLE, BB

DESIGN FOR READING SERIES. IN SUNSHINE AND SHADOWS,O'DONNELL, ET AL, HARPER AND ROW, BB

HOLT BASIC READING SYSTEMS. A TIME FOR FRIENDS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BB

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MERRILL LINGUISTIC READERS. READER 5,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, BB

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 2,ANDERSON, ET AL, HARPER AND ROW, BB

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DESIGN FOR READING SERIES. ALEC MAJER THE TRAIL BOSS (OPENING DOORS),O'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. PENGUINS ARE COMING (OPENING DOORS), O'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. SPRINGBOARDS,O'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. STEPPING STONES,O'DONNELL, ET AL, HARPER AND ROW, BC

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 3,WOLF, ET AL, RANDOM HOUSE/SINGER, BC

HOLT BASIC READING SYSTEMS. FRIDAY NIGHT IS PAPA NIGHT,EVERITTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

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LEARNING TO READ WHILE READING TO LEARN. PEDRO'S SECRET,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, BC

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BREAKTHROUGH READING SERIES. WITH IT,SHELDON, W D, ET AL, ALLYN AND BACON, 1971, BD

CHANDLER READING PROGRAM. TAKE ANOTHER LOOK,CARRILLO, ET AL, NOBLE AND NOBLE, BD

HOLT BASIC READING SYSTEMS. THE APPLE AND THE ENVELOPE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

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NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 3,ANDERSON, ET AL, HARPER AND ROW, BC

RANDOM HOUSE ENGLISH SERIES. PRACTICAL SEMANTICS,REYNOLDS, ET AL, RANDOM HOUSE, CCOO, BE

THE READ SYSTEM. HIGH AND WIDE,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, BE

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THE LAIDLAW ENGLISH PROGRAM. ENGLISH 4,SHANE, ET AL, LAIDLAW BROTHERS, CC

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BREAKTHROUGH READING SERIES. BEYOND THE BLOCK-BOOK ONE,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, CC

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BREAKTHROUGH READING SERIES. WINNER'S CIRCLE-BOOK ONE,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, CC

DESIGN FOR READING SERIES. ALISTAIRE OWL (SHIFTING SCENES),O'CONNELL, ET AL, HARPER AND ROW, CO

DESIGN FOR READING SERIES. THAT BAD CARLOS (DEPARTURES),O'CONNELL, ET AL, HARPER AND ROW, CO

DESIGN FOR READING SERIES. THE DRINKING GOURD (DEPARTURES),O'CONNELL, ET AL, HARPER AND ROW, CO

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 4,WOLF, ET AL, RANDOM HOUSE/SINGER, CO

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 5,WOLF, ET AL, RANDOM HOUSE/SINGER, CO

HAPPENINGS SERIES. CHILI PEPPERS,SULLIVAN, M M, FIELD EDUCATIONAL PUBLICATIONS, 1970, CO

HOLT BASIC READING SYSTEMS. SAM, BANGS AND MOONSHINE,EVERITTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CO

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LEARNING TO READ WHILE READING TO LEARN. DEADLINE FOR TIM,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CO

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LEARNING TO READ WHILE READING TO LEARN. RACING THE SALT,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CO

LEARNING TO READ WHILE READING TO LEARN. THE BIG BREAK,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CO

MERRILL LINGUISTIC READERS. READER 6,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, CO

THE KALEIDOSCOPE READERS. TWO BLADES OF GRASS,WYATT, ET AL, FIELD EDUCATIONAL PUBLISHERS, 1969, CO

THE LAIDLAW ENGLISH PROGRAM. ENGLISH 3,SHANE, ET AL, LAIDLAW BROTHERS, CO

THE READ SYSTEM. IDEAS AND IMAGES,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, CO

BREAKTHROUGH READING SERIES. THE BIG ONES-BOOK TWO,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, CE

DESIGN FOR READING SERIES. COMING TO CROSS ROADS,O'CONNELL, ET AL, HARPER AND ROW, CE

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HOLT BASIC READING SYSTEMS. THE LAST HORSE,EVERITTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CE

SOUNDS OF LANGUAGE. SOUNDS OF A STORYTELLER,MARTIN, HOLT, RINEHART AND WINSTON, CE

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THE OPEN HIGHWAYS PROGRAM. OPEN HIGHWAYS-BOOK 6,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1965, CE

BREAKTHROUGH READING SERIES. WINNER'S CIRCLE-BOOK TWO,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, DE

DESIGN FOR READING SERIES. SEE UP THE MOUNTAIN (OPENING DOORS), O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. THE TRUMPET OF THE SWAN (SHIFTING SCENES),O'DONNELL, ET AL, HARPER AND ROW, DE

HOLT BASIC READING SYSTEMS. AN APE OR A MONKEY,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DE

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LITERARY HERITAGE SERIES. STORIES TO ENJOY,SMITH, D V, ET AL, MACMILLAN, 1967, DE

BOOKMARK READING PROGRAM. GOALS IN READING,EARLY, M, ET AL, HARCOURT, BRACE, AND JOVANOVICH, 1970, DE

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DESIGN FOR READING SERIES. A SUMMER ADVENTURE (OPENING DOORS), O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. OSCAR LOBSTERS FAIR EXCHANGE (DEPARTURES), O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. THE IRON GIANT (DEPARTURES),O'DONNELL, ET AL, HARPER AND ROW, DE

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LEARNING TO READ WHILE READING TO LEARN. VICEROY'S DAUGHTER, STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DE

LITERARY HERITAGE SERIES. STORIES TO REMEMBER,SMITH, D V, ET AL, MACMILLAN, 1967, DE

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 2,HAUPTE, H R, ED, MCDOUGAL, LITTELL, 1971, DE

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 4,ANDERSON, ET AL, HARPER AND ROW, DE

SOUNDS OF LANGUAGE. SOUNDS OF A DISTANT DRUM,MARTIN, HOLT, RINEHART AND WINSTON, DE

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THE OPEN HIGHWAYS PROGRAM. OPEN HIGHWAYS-BOOK 5,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1965, DE

THE READ SYSTEM. JOYS AND JOURNEYS,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, DE

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BREAKTHROUGH READING SERIES. HOW IS IT,SHELDON, W D, ET AL, ALLYN AND BACON, 1972, DF

DESIGN FOR READING SERIES. THE LION IN THE GATEWAY (SHIFTING SCENES),O'DONNELL, ET AL, HARPER AND ROW, DF

HOLT BASIC READING SYSTEMS. UP FROM THE GROUND,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DF

HOUGHTON MIFFLIN LITERATURE SERIES. DISCOVERING LITERATURE-GRADE 7,JANEWAY, ET AL, HOUGHTON MIFFLIN CO, 1968, DF

LEARNING TO READ WHILE READING TO LEARN. ATHLETE + ARTIST = JERRY,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1969, DF

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 3,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1970, DF

DESIGN FOR READING SERIES. YOU AND READING (FROM LIONS TO LEGENDS),O'DONNELL, ET AL, HARPER AND ROW, DG

BOOKMARK READING PROGRAM. READING TO LEARN,EARLY, M, ET AL, HARCOURT, BRACE AND JOVANOVICH, 1970, EE

BREAKTHROUGH READING SERIES. THIS COOL WORLD-BOOK ONE,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, EE

DESIGN FOR READING SERIES. RETREAT TO GLORY (SHIFTING SCENES), O'DONNELL, ET AL, HARPER AND ROW, EE

DESIGN FOR READING SERIES. SPANNING THE SEVEN SEAS,O'DONNELL, ET AL, HARPER AND ROW, EE

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 6,WOLF, ET AL, RANDOM HOUSE/SINGER, EE

HOLT BASIC READING SYSTEMS. MARVELOUS MACHINES,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EE

HOLT BASIC READING SYSTEMS. SIX GREAT MAMMALS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EE

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 4,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, EE

LEARNING TO READ WHILE READING TO LEARN. A PLACE FOR JOE,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

LEARNING TO READ WHILE READING TO LEARN. CHILLING ESCAPE,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

LEARNING TO READ WHILE READING TO LEARN. DANGER ALONG THE TRAIL,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

THE READ SYSTEM. KINGS AND THINGS,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, EE

ADVENTURES IN LITERATURE SERIES. ADVENTURES FOR READERS-BOOK 1,MEMAN, ET AL, HARCOURT, BRACE AND WORLD, 1973, EF

ADVENTURES IN LITERATURE SERIES. ADVENTURES IN READING,CONNALLY, ET AL, HARCOURT, BRACE AND WORLD, 1973, EF

BOOKMARK READING PROGRAM. READING POWER,EARLY, M, ET AL, HARCOURT, BRACE AND JOVANOVICH, 1970, EF

BREAKTHROUGH READING SERIES. THE BIG ONES-BOOK ONE,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, EF

BREAKTHROUGH READING SERIES. THIS COOL WORLD-BOOK TWO,SHELDON, W D, ET AL, ALLYN AND BACON, 1969, EF

CONTEMPORARY ENGLISH CURRICULUM. CONTEMPORARY ENGLISH 8,MAGUIRE, R T, ET AL, SILVER BURDETT, 1973, EF

DESIGN FOR READING SERIES. HOW TO READ SCIENCE (FROM LIONS TO LEGENDS),O'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. MAGIC AND THE SWORD (SHIFTING SCENES), O'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. THEY WERE BRAVE AND BOLD (DEPARTURES), O'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. THE TRAIL DRIVING ROOSTER (OPENING DOORS),O'DONNELL, ET AL, HARPER AND ROW, EF

GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-ONE,APPLEBY, B C (ED), GINN, 1973, EF

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HOLT BASIC READING SYSTEMS. MUSEUMS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EF

HOLT BASIC READING SYSTEMS. RIDERS ON THE EARTH,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EF

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 5,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, EF

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LITERARY HERITAGE SERIES. CURRENTS IN FICTION,SMITH, D V, ET AL, MACMILLAN, 1967, EF

MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 3,HALPTE, H R, ED, MODELGAL, LITTELL, 1970, EF

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 1,HAUPTE, H R, ED, MODELGAL, LITTELL, 1971, EF

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 5,ANDERSON, ET AL, HARPER AND ROW, EF

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 6,ANDERSON, ET AL, HARPER AND ROW, EF

RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY JOURNEYS,IVERSON, ET AL, L W SINGER, 1963, EF

RANDOM HOUSE ENGLISH SERIES. THE NATURE OF LANGUAGE,REYNOLDS, ET AL, RANDOM HOUSE, 0000, EF

SOUNDS OF LANGUAGE. SOUNDS OF A YOUNG HUNTER,MARTIN, HOLT, RINEHART AND WINSTON, EF

THEMES AND WRITERS SERIES. INSIGHTS-THEMES IN LITERATURE-GRADE 5,CARLSEN, G R, ET AL, MCGRAW-HILL, 1967, EF

THE LAIDLAW ENGLISH PROGRAM. ENGLISH 5,SHANE, ET AL, LAIDLAW BROTHERS, EF

ADVENTURES IN LITERATURE SERIES. ADVENTURES FOR READERS-BOOK 2,NIEMAN, ET AL, HARCOURT, BRACE AND WORLD, 1973, EG

AMERICA READS SERIES. OUTLOOKS THROUGH LITERATURE,POOLEY, R C, ET AL, SCOTT FORESMAN, 1967, EG

GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-THREE,APPLEBY, B C (ED), GINN, 1973, EG

GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-JOURNEYS,APPLEBY, B C (ED), GINN, 1973, EG

HOLT BASIC READING SYSTEMS. TIME TO WONDER,EVERETTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EG

MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 1,HALPTE, H R, ED, MODELGAL, LITTELL, 1971, EG

RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY ADVENTURES,IVERSON, ET AL, L W SINGER, 1963, EG

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JOHN C FREEMONT,TOUSEY, S, ALBERT WHITMAN, 0000, EF

LEE DE FOREST ELECTRONIC BOY,DOBLER, L, BOBBS-MERRILL, 1965, EF

LEONARDO DA VINCI,HAHN, E, E M HALE, 1956, EF

LITTLE WOMEN,ALCOTT, L M, LITERARY GUILD OF AMERICA, 1950, EF

LOUISA MAY ALCOTT,PAPASHVILY, H W, HOUGHTON MIFFLIN, 1965, EF

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MR POPPER'S PENGUINS,ATWATER, R, AND ATWATER, F, LITTLE BROWN AND CO, 1938, EF

NATIONAL VELVET,BAGNOLD, E, WILLIAM MORROW, 1965, EF

PETER PAN,BARRIE, J M, CHARLES SCRIBNER'S SONS, 1956, EF

ROBERTO CLEMENTE-BATTING KING,HANO, A, G P PUTNAM'S SONS, 1968, EF

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CLEOPATRA OF EGYPT,HORNBLOW, L, E M HALE, 1961, EG

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LITTLE DUCHESS-ANNE OF BRITANNY,BROOK, E L, E M HALE, 1948, EG

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THE WITCHCRAFT OF SALEM VILLAGE,JACKSON, S, RANDOM HOUSE, 1956, EG

WYATT EARP-L S MARSHALL,HOLBROOK, S H, RANDOM HOUSE, 1956, EG

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CHRISTOPHER COLUMBUS,POTTER, E, E M HALE, 1932, FF

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DANIEL BOONE-THE OPENING OF THE WILDERNESS,BROWN, J M, RANDOM HOUSE, COOC, FF

DE SOTO-FINDER OF THE MISSISSIPPI,SYME, R, WILLIAM MORROW, 1957, FF

ETHAN ALLEN AND THE GREEN MOUNTAIN BOYS,BROWN, S, E M HALE, 1956, FF

FRANKLIN OF THE ARCTIC,LAMBERT, R S, E M HALE, 1949, FF

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RIVER BOY-THE STORY OF MARK TWAIN,PROUDFIT, I, JULIAN MESSNER, 1962, FF

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SMOKY THE COWHORSE,JAMES, W, CHARLES SCRIBNER'S SONS, 1926, FF

THE CALL OF THE WILD,LONDON, J, GROSSET AND DUNLAP, 1931, FF

THE YOGI BERRA STORY,ROSWELL, G, JULIAN MESSNER, 1960, FF

TRUMPETERS TALE-THE STORY OF YOUNG LOUIS ARMSTRONG,EATON, J, WILLIAM MORROW, 1955, FF

AMELIA EARHART-HEROINE OF THE SKIES,GARST, S, JULIAN MESSNER, 1947, FG

BARTHOLDI AND THE STATUE OF LIBERTY,PRICE, W, RAND MCNALLY, 1959, FG

CATHERINE THE GREAT,SCHERMAN, K, RANDOM HOUSE, 1957, FG

GALLAUDET-FRIEND OF THE DEAF,DE GERING, E, DAVID MCKAY, 1964, FG

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MEI'S VISIT ITALY,BARTLETT, V, AND CALDWELL, J, JOHN DAY, 1958, FG

LEW WALLACE-BOY WRITER,SCHARF, M, BOBBS-MERRILL, 1961, FG

RABBIT HILL,LAWSON, R, VIKING PRESS, 1944, FG

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WILLIAM CRAWFORD GORGAS,WILLIAMS, B, AND EPSTEIN S, JULIAN MESSNER, 1958,

13 GHOSTLY YARNS,SECHRIST, E H, MACRAE SMITH CO, 1942, FG

AEROSPACE PILOT,COOMBS, C, WILLIAM MORROW, 1964, FH

ALEXANDER THE GREAT,GUNTHER, J, RANDOM HOUSE, 1950, FH

CARTIER SAILS THE ST LAWRENCE,AVERILL, E, HARPER AND BROTHERS, 1956, FH

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DOCTOR TOM DOOLEY-MY STORY,DOOLEY, T, ARIEL BOOKS, 1956, FH

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POOR RICHARD,DALGHERTY, J, THE VIKING PRESS, 1941, FH

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RAYMOND L DITMARS,WOOD, L N, JULIAN MESSNER, 1957, FH

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WINSTON CHURCHILL,COOLIDGE, C, HOUGHTON MIFFLIN, 1960, FH

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THOMAS A EDISON,MILLER, F T, JOHN C WINSTON, 1940, GH

CHINESE GARDEN-HERO OF KARTOUM,CRAMONT, A, G P PUTNAM'S SONS, 1966, GI

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IRELAND,MCCARTHY, J, ET AL, TIME INC, 1964, HI

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EXPLORERS AND DISCOVERERS. THE NORSEMEN,RICHARDS, M M (CORD), ET AL, ALLYN AND BACON, 1970, AA

COMMUNITIES AT HOME AND ABROAD. OUR COMMUNITY,RICHARDS, M M (CORD), ET AL, ALLYN AND BACON, 1970, BB

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MAN AND COMMUNITIES. THE NEEDS OF MAN,PRESCOTT, C S AND SMITH M H, FIDELER CO, COOC, BB

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IN ALL OUR STATES,HANNA, P R, ET AL, SCOTT, FORESMAN AND CO, 1965, DE

JEFF DAVIS-CONFEDERATE BOY,DE GRUMMOND, L AND L, BOBBS-MERRILL, 1960, DE

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THE GROWTH OF AMERICA,LIEBMAN, R AND YOUNG, G, PRENTICE HALL, 1964, EE

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EXPLORING REGIONS NEAR AND FAR,GROSS, H H, ET AL, FOLLET EDUCATIONAL CORP, 1969, EF

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THE CHANGING NEW WORLD. NORTH AND SOUTH AMERICA,COOPER, K S, ET AL, SILVER BURDETT CO, 1969, EF

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U S SOCIAL STUDIES. MIDWEST AND GREAT PLAINS,HAVINGHURST, W, FIDELER CO, 1972, EF

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CAPTAIN COOK-PACIFIC EXPLORER,SYME, R, WILLIAM MORROW, 1960, EG

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U S SOCIAL STUDIES. THE WEST,JENNINGS, J E (ED), FIDELER CO, 1972, GH

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LANGUAGE ARTS - BY TITLE

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AMERICA READS SERIES. COUNTERPOINT IN LITERATURE,POOLEY, R C, ET AL, SCOTT FORESMAN, 1967, FG

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BREAKTHROUGH READING SERIES. WITH IT,SHELDON, W D, ET AL, ALLYN AND BACON, 1971, BD

CHANDLER READING PROGRAM. LET'S SEE THE ANIMALS,CARRILLO, ET AL, NOBLE AND NOBLE, AA

CHANDLER READING PROGRAM. LET'S TAKE A TRIP,CARRILLO, ET AL, NOBLE AND NOBLE, AB

CHANDLER READING PROGRAM. LOOKING EVERYWHERE,CARRILLO, ET AL, NOBLE AND NOBLE, BC

CHANDLER READING PROGRAM. LOOKING HERE AND THERE,CARRILLO, ET AL, NOBLE AND NOBLE, BC

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CONTEMPORARY ENGLISH CURRICULUM. CONTEMPORARY ENGLISH 7,MAGUIRE, R T, ET AL, SILVER BURDETT, 1973, FG

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DESIGN FOR READING SERIES. ALEC MAJER THE TRAIL BOSS (OPENING DOORS),O'DONNELL, ET AL, HARPER AND ROW, BC

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DESIGN FOR READING SERIES. FROM NEAR AND FAR,C'DONNELL, ET AL, HARPER AND ROW, CC

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DESIGN FOR READING SERIES. HOW TO READ SCIENCE (FROM LIONS TO LEGENDS),C'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. HOW TO READ SOCIAL STUDIES (FROM LIONS TO LEGENDS),C'DONNELL, ET AL, HARPER AND ROW, FH

DESIGN FOR READING SERIES. IN SUNSHINE AND SHADOWS,C'DONNELL, ET AL, HARPER AND ROW, BB

DESIGN FOR READING SERIES. MAGIC AND THE SWORD (SHIFTING SCENES), C'DONNELL,ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. OSCAR LOBSTERS FAIR EXCHANGE (DEPARTURES), C'DONNELL,ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. PENGUINS ARE COMING (OPENING DOORS), C'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. RETREAT TO GLORY (SHIFTING SCENES), C'DONNELL, ET AL, HARPER AND ROW, EE

DESIGN FOR READING SERIES. SEE UP THE MOUNTAIN (OPENING DOORS), C'DONNELL, ET AL, HARPER AND ROW, CC

DESIGN FOR READING SERIES. SOMETHING TO TELL,C'DONNELL, ET AL, HARPER AND ROW, AA

DESIGN FOR READING SERIES. SPANNING THE SEVEN SEAS,C'DONNELL, ET AL, HARPER AND ROW, EE

DESIGN FOR READING SERIES. SPRINGBOARDS,C'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. STARS, MOSQUITOS, AND CROCODILES (SHIFTING SCENES),C'DONNELL, ET AL, HARPER AND ROW, GH

DESIGN FOR READING SERIES. STEPPING STONES,C'DONNELL, ET AL, HARPER AND ROW, BC

DESIGN FOR READING SERIES. THAT BAD CARLOS (DEPARTURES),C'DONNELL, ET AL, HARPER AND ROW, CD

DESIGN FOR READING SERIES. THEY WERE BRAVE AND BOLD (DEPARTURES), C'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. THE DRINKING GOURD (DEPARTURES),C'DONNELL, ET AL, HARPER AND ROW, CD

DESIGN FOR READING SERIES. THE IRON GIANT (DEPARTURES),C'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. THE LION IN THE GATEWAY (SHIFTING SCENES),C'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. THE SHADES (OPENING COURSE),O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. THE TRAIL DRIVING ROUSTER (OPENING COURSE),O'DONNELL, ET AL, HARPER AND ROW, EF

DESIGN FOR READING SERIES. THE TRUMPET OF THE SWAN (SHIFTING SCENES),O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. TIGER, IT'S LIFE IN THE WILD (DEPARTURES), O'DONNELL, ET AL, HARPER AND ROW, FF

DESIGN FOR READING SERIES. TRAVELING THE TRADEWINDS,O'DONNELL, ET AL, HARPER AND ROW, DE

DESIGN FOR READING SERIES. YOU AND READING (FROM LIONS TO LEGENDS),O'DONNELL, ET AL, HARPER AND ROW, DG

ENGLISH EVERYWHERE-MEANING MEDIA AND YOU,POTTER, GLOBE BOOK, 1971, DE

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 3,WOLF, ET AL, RANDOM HOUSE/SINGER, BC

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 4,WOLF, ET AL, RANDOM HOUSE/SINGER, CD

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 5,WOLF, ET AL, RANDOM HOUSE/SINGER, CD

ENJOYING ENGLISH SERIES. ENJOYING ENGLISH 6,WOLF, ET AL, RANDOM HOUSE/SINGER, EE

GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-ONE,APPLEBY, B C (ED), GINN, 1973, EF

GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-THREE,APPLEBY, B C (ED), GINN, 1973, EG

GINN INTERRELATED SEQUENCES IN LITERATURE. RESPONDING-TWO,APPLEBY, B C (ED), GINN, 1973, EH

GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-HERO,APPLEBY, B C (ED), GINN, 1973, EF

GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-JOURNEYS,APPLEBY, B C (ED), GINN, 1973, EG

GINN INTERRELATED SEQUENCES IN LITERATURE. THEME-ME,APPLEBY, B C (ED), GINN, 1973, FF

GINN INTERRELATED SEQUENCES IN LITERATURE. WRITER READER-NARRATIVE, APPLEBY, B C (ED), GINN, 1973, FF

GINN INTERRELATED SEQUENCES IN LITERATURE. WRITER READER-THE WRITER'S VOICE,APPLEBY, B C (ED), GINN, 1973, EF

HAPPENINGS SERIES. CHILI PEPPERS,SULLIVAN, M N, FIELD EDUCATIONAL PUBLICATIONS, 1970, CD

HAPPENINGS SERIES. JOKERS WILD,SULLIVAN, M N, FIELD EDUCATIONAL PUBLICATIONS, 1970, CC

HAPPENINGS SERIES. PANCHO VILLA REBELS,SULLIVAN, M N, FIELD EDUCATIONAL PUBLICATIONS, 1970, CC

HAPPENINGS SERIES. RATTRAP,SULLIVAN, M N, FIELD EDUCATIONAL PUBLICATIONS, 1970, CC

HOLT BASIC READING SYSTEMS. AN APE OR A MONKEY,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DD

HOLT BASIC READING SYSTEMS. A PLACE FOR ME,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, AB

HOLT BASIC READING SYSTEMS. A TIME FOR FRIENDS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BB

HOLT BASIC READING SYSTEMS. FAR AWAY FOLK TALES,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, FF

HOLT BASIC READING SYSTEMS. FOLK TALES FROM THE AMERICAS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DD

HOLT BASIC READING SYSTEMS. FREEDOMS GROUND,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DE

HOLT BASIC READING SYSTEMS. FRIDAY NIGHT IS PAPA NIGHT,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

HOLT BASIC READING SYSTEMS. HOW DOES IT FEEL TO LIVE NEXT DOOR TO A GIRAFFE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BB

HOLT BASIC READING SYSTEMS. I LIKE YOU MY FRIEND,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DD

HOLT BASIC READING SYSTEMS. MARVELOUS MACHINES,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EE

HOLT BASIC READING SYSTEMS. MUSEUMS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EF

HOLT BASIC READING SYSTEMS. NEVER GIVE UP,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

HOLT BASIC READING SYSTEMS. PEOPLE NEED PEOPLE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

HOLT BASIC READING SYSTEMS. PHYLLIS OF ISLETA,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CC

HOLT BASIC READING SYSTEMS. RIDERS ON THE EARTH,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EF

HOLT BASIC READING SYSTEMS. SAM, BANGS AND MOONSHINE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CC

HOLT BASIC READING SYSTEMS. SHHHHHH, IT'S A SECRET,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BB

HOLT BASIC READING SYSTEMS. SIX GREAT MAMMALS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EE

HOLT BASIC READING SYSTEMS. SPECIAL HAPPENINGS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CC

HOLT BASIC READING SYSTEMS. THE ADVENTURE OF FLIGHT,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, GH

HOLT BASIC READING SYSTEMS. THE APPLE AND THE ENVELOPE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BC

HOLT BASIC READING SYSTEMS. THE BEAUTIFUL EGG,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, BI

HOLT BASIC READING SYSTEMS. THE BOY WHO COULD SING PICTURES,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DE

HOLT BASIC READING SYSTEMS. THE LAST HORSE,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CE

HOLT BASIC READING SYSTEMS. THE WAY OF THE WORLD,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, CC

HOLT BASIC READING SYSTEMS. THE WONDERFUL WORDS OF SPORTS,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DD

HOLT BASIC READING SYSTEMS. TIME TO WONDER,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, EG

HOLT BASIC READING SYSTEMS. UP FROM THE GROUND,EVERTTS, E L, ET AL, HOLT, RINEHART AND WINSTON, 1973, DF

HOUGHTON MIFFLIN LITERATURE SERIES. DISCOVERING LITERATURE-GRADE 7,JANEWAY, ET AL, HOUGHTON MIFFLIN CO, 1968, DF

HOUGHTON MIFFLIN LITERATURE SERIES. EXPLORING LITERATURE-GRADE 8,JANEWAY, ET AL, HOUGHTON MIFFLIN CO, 1968, FF

HOUGHTON MIFFLIN LITERATURE SERIES. VALUES IN LITERATURE-GRADE 9,JANEWAY, ET AL, HOUGHTON MIFFLIN CO, 1968, DE

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 3,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, CC

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 4,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, EE

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 5,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, EF

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 6,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, DE

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 7,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, EF

LANGUAGE AND HOW TO USE IT SERIES. LANGUAGE AND HOW TO USE IT-BOOK 8,SCHILLER, A, ET AL, SCOTT, FORESMAN AND CO, 1972, CG

LEARNING TO READ WHILE READING TO LEARN. ATHLETE + ARTIST = JERRY,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1969, DF

LEARNING TO READ WHILE READING TO LEARN. A PLACE FOR JOE,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

LEARNING TO READ WHILE READING TO LEARN. BEHIND THE SCENES, STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DE

LEARNING TO READ WHILE READING TO LEARN. CHILLING ESCAPE,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

LEARNING TO READ WHILE READING TO LEARN. DANGER ALONG THE TRAIL,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, EE

LEARNING TO READ WHILE READING TO LEARN. DEADLINE FOR TIM,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CD

LEARNING TO READ WHILE READING TO LEARN. DOGNAPPERS,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CD

LEARNING TO READ WHILE READING TO LEARN. HUNDRED MILES,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DE

LEARNING TO READ WHILE READING TO LEARN. LOUD AND CLEAR,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DD

LEARNING TO READ WHILE READING TO LEARN. OPERATION PHOENIX, STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DD

LEARNING TO READ WHILE READING TO LEARN. PEDRO'S SECRET,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, BC

LEARNING TO READ WHILE READING TO LEARN. RACING THE SALT,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CD

LEARNING TO READ WHILE READING TO LEARN. RESCUE ON THE MOUNTAIN, STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CC

LEARNING TO READ WHILE READING TO LEARN. THE BIG BREAK,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, CD

LEARNING TO READ WHILE READING TO LEARN. THE CASE OF THE VANISHING PIRATE,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DE

LEARNING TO READ WHILE READING TO LEARN. THE PECULIAR LAWN MOWER,STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, BC

LEARNING TO READ WHILE READING TO LEARN. VICEROY'S DAUGHTER, STANCHFIELD, J, ET AL, CENTURY CONSULTANTS, 1968, DE

LITERARY HERITAGE SERIES. CURRENTS IN FICTION,SMITH, D V, ET AL, MACMILLAN, 1967, EF

LITERARY HERITAGE SERIES. READINGS TO ENJOY,SMITH, D V, ET AL, MACMILLAN, 1967, GH

LITERARY HERITAGE SERIES. READINGS TO REMEMBER,SMITH, D V, ET AL, MACMILLAN, 1967, FF

LITERARY HERITAGE SERIES. STORIES TO ENJOY,SMITH, D V, ET AL, MACMILLAN, 1967, DD

LITERARY HERITAGE SERIES. STORIES TO REMEMBER,SMITH, D V, ET AL, MACMILLAN, 1967, DE

MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 1,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1971, EG

MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 2,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1971, FF

MAN LITERATURE SERIES. MAN IN THE EXPOSITORY MODE-LEVEL 3,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1970, EF

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 1,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1971, EF

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 2,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1971, DE

MAN LITERATURE SERIES. MAN IN THE FICTIONAL MODE-LEVEL 3,HAUPTE, H B, ED, MCDOUGAL, LITTELL, 1970, DF

MERRILL LINGUISTIC READERS. READER 1,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, AA

MERRILL LINGUISTIC READERS. READER 2,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, AA

MERRILL LINGUISTIC READERS. READER 3,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, AA

MERRILL LINGUISTIC READERS. READER 4,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, AB

MERRILL LINGUISTIC READERS. READER 5,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, BB

MERRILL LINGUISTIC READERS. READER 6,WILSON, ET AL, CHARLES E MERRILL PUBLISHING CO, CD

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 1,ANDERSON, ET AL, HARPER AND ROW, AB

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 2,ANDERSON, ET AL, HARPER AND ROW, BB

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 3,ANDERSON, ET AL, HARPER AND ROW, BC

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 4,ANDERSON, ET AL, HARPER AND ROW, DE

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 5,ANDERSON, ET AL, HARPER AND ROW, EF

NEW DIRECTIONS IN ENGLISH SERIES. NEW DIRECTIONS IN ENGLISH 6,ANDERSON, ET AL, HARPER AND ROW, EF

RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY JOURNEYS,IVERSON, ET AL, L W SINGER, 1963, EF

RANDOM HOUSE ENGLISH SERIES. AFFECTIVE DICTION,REYNOLDS, ET AL, RANDOM HOUSE, 0000, HI

RANDOM HOUSE ENGLISH SERIES. DIALECTS IN AMERICA,REYNOLDS, ET AL, RANDOM HOUSE, 0000, FH

RANDOM HOUSE ENGLISH SERIES. NONVERBAL COMMUNICATION,REYNOLDS, ET AL, RANDOM HOUSE, 0000, GH

RANDOM HOUSE ENGLISH SERIES. PRACTICAL SEMANTICS,REYNOLDS, ET AL, RANDOM HOUSE, 0000, BE

RANDOM HOUSE ENGLISH SERIES. THE NATURE OF LANGUAGE,REYNOLDS, ET AL, RANDOM HOUSE, 0000, EF

RANDOM HOUSE LITERATURE SERIES. PROSE AND POETRY ADVENTURES,IVERSON, ET AL, L W SINGER, 1963, EG

SOUNDS OF LANGUAGE. SOUNDS OF A DISTANT DRUM,MARTIN, HOLT, RINEHART AND WINSTON, DE

SOUNDS OF LANGUAGE. SOUNDS OF A STORYTELLER,MARTIN, HOLT, RINEHART AND WINSTON, DE

SOUNDS OF LANGUAGE. SOUNDS OF A YOUNG HUNTER,MARTIN, HOLT, RINEHART AND WINSTON, EF

SOUNDS OF LANGUAGE. SOUNDS OF MYSTERY,MARTIN, HOLT, RINEHART AND WINSTON, DE

THEMES AND WRITERS SERIES. FOCUS-THEMES IN LITERATURE-GRADE 7,CARLSEN, G R, ET AL, MCGRAW-HILL, 1969, FC

THEMES AND WRITERS SERIES. INSIGHTS-THEMES IN LITERATURE-GRADE 9,CARLSEN, G R, ET AL, MCGRAW-HILL, 1967, EF

THEMES AND WRITERS SERIES. PERCEPTION-THEMES IN LITERATURE-GRADE 8,CARLSEN, G R, ET AL, MCGRAW-HILL, 1969, FC

THE KALEIDOSCOPE READERS. EIGHTH DAY OF THE WEEK,WYATT, ET AL, FIELD EDUCATIONAL PUBLISHERS, 1969, FH

THE KALEIDOSCOPE READERS. FIVE-WORDS-LONG,WYATT, ET AL, FIELD EDUCATIONAL PUBLISHERS, 1969, DE

THE KALEIDOSCOPE READERS. FOUR CORNERS OF THE SKY,WYATT, ET AL, FIELD EDUCATIONAL PUBLISHERS, 1969, DE

THE KALEIDOSCOPE READERS. SEVEN IS A FANCY FIGURE,WYATT, ET AL. FIELD EDUCATIONAL PUBLISHERS, 1969, GF

THE KALEIDOSCOPE READERS. SIX IMPOSSIBLE THINGS,WYATT, ET AL. FIELD EDUCATIONAL PUBLISHERS, 1969, EG

THE KALEIDOSCOPE READERS. THREE O'CLOCK COURAGE,WYATT, ET AL. FIELD EDUCATIONAL PUBLISHERS, 1969, CE

THE KALEIDOSCOPE READERS. TWO BLADES OF GRASS,WYATT, ET AL, FIELD EDUCATIONAL PUBLISHERS, 1969, CD

THE LAIDLAW ENGLISH PROGRAM. ENGLISH 3,SHANE, ET AL, LAIDLAW BROTHERS, CD

THE LAIDLAW ENGLISH PROGRAM. ENGLISH 4,SHANE, ET AL, LAIDLAW BROTHERS, CC

THE LAIDLAW ENGLISH PROGRAM. ENGLISH 5,SHANE, ET AL, LAIDLAW BROTHERS, EF

THE OPEN HIGHWAYS PROGRAM. OPEN HIGHWAYS-BOOK 4,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1965, CC

THE OPEN HIGHWAYS PROGRAM. OPEN HIGHWAYS-BOOK 5,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1965, CE

THE OPEN HIGHWAYS PROGRAM. OPEN HIGHWAYS-BOOK 6,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1965, CE

THE OPEN HIGHWAYS PROGRAM. READY TO ROLL,ROBINSON, H M, ET AL. SCOTT FORESMAN, 1967, AA

THE OPEN HIGHWAYS PROGRAM. ROLLING ALONG,ROBINSON, H M, ET AL. SCOTT, FORESMAN, 1967, AB

THE OPEN HIGHWAYS PROGRAM. SPEEDING AWAY,ROBINSON, H M, ET AL. SCOTT, FORESMAN, 1968, BC

THE OPEN HIGHWAYS PROGRAM. SPLENDID JOURNEY,ROBINSON, H M, ET AL, SCOTT FORESMAN, 1968, BB

THE READ SYSTEM. EACH AND ALL,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, AB

THE READ SYSTEM. FAR AND AWAY,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, AB

THE READ SYSTEM. GOLD AND SILVER,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, BB

THE READ SYSTEM. HIGH AND WIDE,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, BE

THE READ SYSTEM. IDEAS AND IMAGES,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, CD

THE READ SYSTEM. JOYS AND JOURNEYS,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, DE

THE READ SYSTEM. KINGS AND THINGS,JOHNSON, M S, ET AL, AMERICAN BOOK, 1968, EE

THE READ SYSTEM. LAUNCHINGS AND LANDINGS,JOHNSON, M S, ET AL. AMERICAN BOOK, 1968, DE

LIBRARY BOOKS - BY TITLE

ABIGALE ADAMS-GIRL OF COLONIAL DAYS,WAGONER, J B, BOBBS-MERRILL, 1962, CC

ACRES OF DIAMONDS,CONWELL, R, HARPER AND BROTHERS, 1915, CE

ACROSS FIVE APRILS,HUNT, I, FOLLETT, 1964, FF

ADVENTURES WITH REPTILES-THE STORY OF ROSS ALLEN,HYLANDER, C J, JULIAN MESSNER, 1957, FI

AEROSPACE PILOT,COOMBS, C, WILLIAM MORROW, 1964, FH

ALASKA BUSH PILOT,COOMBS, C, HARPER AND ROW, 1963, DE

ALBUM OF HORSES,HENRY, M, RAND MCNALLY, 1951, EF

ALECK BELL-INGENIOUS BOY,WIDDEMER, M C, BOBBS-MERRILL, 1962, CD

ALEXANDER THE GREAT,GUNTHER, J, RANDOM HOUSE, 1950, FH

ALFRED HITCHCOCK MYSTERY SERIES. THE MYSTERY OF THE TALKING SKULL,ARTHUR, R, RANDOM, 1969, CF

ALICE'S ADVENTURES IN WONDERLAND AND THROUGH THE LOOKING GLASS, CARROLL, L, MACMILLAN, 1966, DE

ALL ABOUT DINOSAURS,ANDREWS, R C, RANDOM HOUSE, 1953, EF

AMELIA EARHART-HEROINE OF THE SKIES,GARST, S, JULIAN MESSNER, 1947, FG

AMELIA EARHART,HOWE, J M, BOBBS MERRILL, 1962, CD

AMERICA TRAVELS,DALGLIESH, A, MACMILLAN CO, 1955, EF

AMERICA'S ETHAN ALLEN,HOLBROOK, S, HOUGHTON MIFFLIN, 1949, EF

AMOS FORTUNE-FREE MAN,YATES, E, E P DUTTON, 1950, EE

AMOS FORTUNE,YATES, E, E P DUTTON, 1966, EF

ANDREW CARNEGIE,JUDSON, C I, FOLLETT, 1964, EF

ANNE FRANK-THE DIARY OF A YOUNG GIRL,FRANK, A, POCKET BOOKS, 1971, EF

A DOG ON BARKHAM STREET,STOLTZ, M S, HARPER AND BROTHERS, 1960, DF

A WEED IS A FLOWER-THE LIFE OF GEORGE WASHINGTON CARVER,BRANDENBERG, A, PRENTICE HALL, 1965, DF

BABE DIDRIKSON-GIRL ATHLETE,GRUMMOND, L Y, AND L, BOBBS-MERRILL, 1963, DE

BACK TO SCHOOL WITH BETSY,HAYWOOD, C, HARCOURT BRACE, 1943, CC

BALBOA-DISCOVERER OF THE PACIFIC,MIRSKY, J, HARPER AND ROW, 1964, HI

BALBOA-FINDER OF THE PACIFIC,SYME, R, WILLIAM MORROW, 1956, EE

BALBOA-SWORDSMAN AND CONQUISTADOR,RIESENBERG, F, E P HALE, 1956, FF

BARTHOLDI AND THE STATUE OF LIBERTY,PRICE, W, RAND MCNALLY, 1959, FG

BEDFORD FORREST-BOY ON HORSEBACK,PARKS, A W, BOBBS-MERRILL, 1952, CC

BELLE BOYD-SECRET AGENT,NOLAN, J C, JULIAN MESSNER, 1967, EF

BENJAMIN FRANKLIN,D'AULAIRE, I AND E, DOUBLEDAY, 1950, EF

BENJAMIN FRANKLIN,JUDSON, C I, FOLLETT PUBLISHING, 1957, CG

BENJAMIN FRANKLIN,MEADOWCRAFT, E L, E P HALE, 1941, EE

BEN AND ME,LAWSON, R, LITTLE, 1939, EG

BEN FRANKLIN OF OLD PHILADELPHIA,COUSINS, M, RANDOM HOUSE, 1952, EF

BIG RED,KJELGAARD, J, HOLIDAY HOUSE, 1945, EE

BILL CLARK-AMERICAN EXPLORER,TOUSEY, S, ALBERT WHITMAN, 1951, FF

BLACK BEAUTY,SEWELL, A, MACMILLAN, 1962, CE

BLACK LIKE ME,GRIFFIN, J H, HOUGHTON MIFFLIN, 1960, FI

BOY OF THE WOODS-THE STORY OF JOHN JAMES AUDUBON,WELLS, M L, AND FOX, D, E P DUTTON, 1942, DE

BOY'S LIFE OF MARK TWAIN,PAINE, A B, HARPER AND BROTHERS, 1944, EF

BROWNIE GIRL SCOUT HANDBOOK, GIRL SCOUTS OF THE UNITED STATES OF AMERICA, 1963, BC

BUFFALO BILL-BOY OF THE PLAINS,STEVENSON, A, BOBBS-MERRILL, 1948, CE

BUFFALO BILL,D'AULAIRE, I AND E, DOUBLEDAY, 1952, DE

B IS FOR BETSY,HAYWOOD, C, HARCOURT BRACE, 1939, CC

CADDIE WOODLAWN,BRINK, C R, MACMILLAN CO, 1935, EF

CAESAR,ISENBERG, I, HARPER AND ROW, 1964, GH

CALL IT COURAGE,SPERRY,A, MACMILLAN CO, 1940, FF

CARRY ON MR BOWDITCH,LATHAM, J, HOUGHTON MIFFLIN, 1955, DE

CARTIER SAILS THE ST LAWRENCE,AVERILL, E, HARPER AND BROTHERS, 1956, FH

CARVER'S GEORGE,MEANS, F C, E M HALE, 1952, FF

CATHERINE THE GREAT,SCHERMAN, K, RANDOM HOUSE, 1957, FG

CHAMPLAIN-FATHER OF NEW FRANCE,EDWARDS, C P, E M HALE, 1965, DE

CHANTICLEER OF WILDERNESS ROAD,LESUEUR, M, ALFRED A KNOPF, 1951, EE

CHARLIE AND THE CHOCOLATE FACTORY,DAHL, R, ALFRED A KNOPF, 1964, EF

CHIEF BLACK HAWK,BEALS, F L, HARPER AND ROW, 1961, DE

CHINESE GARDEN-HERO OF KARTOUM,CORMONT, A, G P PUTNAM'S SONS, 1966, GI

CHRISTOPHER COLUMBUS-DISCOVERER,GRAHAM, A P, ABINGDON PRESS, 1950, EF

CHRISTOPHER COLUMBUS,JUDSON, C I, FOLLETT, 1960, BB

CHRISTOPHER COLUMBUS,CLOS, H, G P PUTNAM'S, 1964, BC

CHRISTOPHER COLUMBUS,POTTER, E, E M HALE, 1932, FF

CLARA BARTON-FOUNDER OF THE AMERICAN RED CROSS,BOYLSTON, H C, RANDOM HOUSE, 1955, GG

CLARA BARTON-GIRL NURSE,STEVENSON, A, BOBBS-MERRILL, 1962, CD

CLARA BARTON-SOLDIER OF MERCY,ROSE, M C, GARRARD PRESS, 1960, CD

CLARENCE DARROW-DEFENDER OF THE PEOPLE,FABER, D, PRENTICE HALL, 1965, EF

CLEOPATRA OF EGYPT,HORNBLOW, L, E M HALE, 1961, EG

COCHISE-APACHE WARRIOR AND STATESMAN,WYATT, E, MCGRAW-HILL, 1953, EE

COLUMBUS-FINDER OF THE NEW WORLD,SYME, R, WILLIAM MORROW, 1952, EF

COMANCHE AND HIS CAPTAIN,ANDERSON, A M, HARPER AND ROW, 1965, BC

CORONADO AND HIS CAPTAINS,CAMPBELL, C, FOLLETT, 1958, EF

CORTES OF MEXICO,SYME, R, WILLIAM MORROW, 1951, FF

COWBOY SAM AND DANDY,CHANDLER, E W, BENEFIC PRESS, 1962, AA

COWBOY SAM AND SALLY,CHANDLER, E W, BENEFIC PRESS, 1959, AB

COWBOY SAM AND THE AIRPLANE,CHANDLER, E W, BENEFIC PRESS, 1955, AB

COWBOY SAM AND THE FAIR,CHANDLER, E W, BENEFIC PRESS, 1961, AA

COWBOY SAM AND THE FAIR,CHANDLER, E, BENEFIC PRESS, 1961, AA

COWBOY SAM AND THE INDIANS,CHANDLER, E W, BECKLEY-CARDY CO, 1954, AB

COWBOY SAM AND THE RODEO,CHANDLER, E W, BECKLEY-CARDY CO, 1952, BB

COWBOY SAM AND THE RUSTLERS,CHANDLER, E W, BENEFIC PRESS, 1955, BB

CRAZY HORSE-SIOUX WARRIOR,MEADOWCROFT, E L, GARRARD PRESS, 1965, EE

CUSTER'S LAST STAND,REYNOLDS, Q, RANDOM HOUSE, 1951, DE

DANIEL BOONE-BOY HUNTER,STEVENSON, A, BOBBS-MERRILL, 1961, DE

DANIEL BOONE-THE OPENING OF THE WILDERNESS,BROWN, J M, RANDOM HOUSE, 0000, FF

DANIEL BOONE,AVERILL, E, E M HALE, 1945, EE

DANIEL BOONE,AVERILL, E, E M HALE, 1945, EF

DANIEL BOONE,DAUGHTERY, J, VIKING PRESS, 1940, EF

DANNY DUNN AND THE VOICE FROM SPACE,WILLIAMS, J, AND ABRASHKIN, R, MCGRAW-HILL, 1967, DE

DAN BEARD-BOY SCOUT,MASON, M E, BOBBS-MERRILL, 0000, DE

DAVID FARRAGUT,LONG, L, BOBBS-MERRILL, 1962, DE

DAVIE CROCKETT,BEECHER, E, SIMON AND SCHUSTER, 1955, EE

DAVY CROCKETT-FRONTIER HERO,BLAIR, W, EDWARD MCCANN, 1955, EE

DE SOTO-FINDER OF THE MISSISSIPPI,SYME, R, WILLIAM MORROW, 1957, FF

CINCSALRS,ZINN, H A, WM MCRRCW CC, 1954, FH

COCTOR TCM DOCLEY-MY STCRY,DCCLEY, T, ARIEL BCCKS, 1956, FH

COCTOR TCM DCOLEY, MY STCRY,CCOLEY, T A, ARIEL BCCKS, 1964, EF

DORTHEA DIX-GIRL REFCRMER,MELIN, G H, BCBBS-MERRILL, 1963, CE

DRAKE-THE MAN THEY CALLEC A PIRATE,LATHAM, J L, HARPER ANC RCW, 1960, DF

ECCIE AND HIS BIG DEALS,HAYWCCD, C, WILLIAM MCRRCW, 1955, CC

ECCIE'S GREEN THUMB,HAYWCCD, C, WM MCRRCW, 1964, CD

EDWARD BCK-YOUNG EDITCR,MYERS, E P, BCBBS-MERRILL, 1967, EF

ECWARD GRIEG BCY CF THE NCRTHLAND,DEUCHER, S, E P DUTTON, 1966, EE

ELLEN TEBBITTS,CLEARY, B, WILLIAM MCRRCW, OCOC, DE

ETHAN ALLEN AND THE GREEN MOUNTAIN BCYS,BRCWN, S, E M HALE, 1956, FF

FIRST WOMAN AMBULANCE SURGECN-EMILY BARRINGER,MCBLE, I, JULIAN MESSNER, 1962, EF

FRANKLIN OF THE ARCTIC,LAMBERT, R S, E M HALE, 1949, FF

FRECERICK DOUGLAS,BCNTEMPS, A, ALFREC A KNCPF, 1959, CD

FRECERIC CHOPIN-SCN CF PCLANC,WHEELER, C, E P DUTTCN, 1949, EF

FRICAY-THE ARAPAHC INCIAN,ANCERSCN, A M, HARPER ANC RCW, 1966, AB

FRCGMEN IN ACTICN,BERRIES, ET AL, HARR WAGNER, 1959, BC

GALILEC AND EXPERIMENTAL SCIENCE,MARCUS, R B, FRANKLIN WATTS, 1961, EF

GALLAUDET-FRIENC CF THE DEAF,DE GERING, E, CAVIC MCKAY, 1964, FG

GARIBALDI-FATHER CF MCDERN ITALY,DAVENPCRT, M, RANDCM HCUSE, 1957, GH

GENGHIS KHAN ANC THE MONGCL HCRDES,LAMB, H, E M HALE, 1954, EF

GENTLE BEN,MOREY, W, E P DUTTCN CC, 1965, EF

GEORGE RCGERS CLARK,LCCKRIDGE, R F, WCRLC BCCK, 1927, GI

GEORGE WASHINGTON CARVER,COY, M, GARDEN CITY BOOKS, 1951, CE

GERONIMO-LAST APACHE WAR CHIEF,WYATT, E, MCGRAW-HILL, 1952, EE

GERONIMO-WOLF OF THE WARPATH,MOODY, R, RANDOM HOUSE, 1958, EF

GIRL WITH A PEN-CHARLOTTE BRONTE,KYLE, E, HOLT, RINEHART AND WINSTON, 1965, EF

GOD'S TROUBADOUR,JEWETT, S, THOMAS Y CROWELL, 1957, EF

GOETHALS AND THE PANAMA CANAL,FAST, H, JULIAN MESSNER, 1942, FG

HANS ANDERSON-SON OF DENMARK,WHEELER, C, E P DUTTON, 1951, DE

HENRY HUGGINS,CLEARY, B, WM MORROW, 1950, CD

HERE AND AWAY,SHELDON, W D, ET AL, ALLYN AND BACON, 1968, AA

HERNANDO DE SOTO,MONTGOMERY, E R, GARRARD PUBLISHING CO, 1964, CD

HE HEARD AMERICA SING,PURDY, C L, JULIAN MESSNER, 1940, EF

HOLDING THE FORT WITH DANIEL BOONE,MEADOWCRAFT, E L, THOMAS Y CROWELL, 1958, EF

HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN, PARENTS MAGAZINE, 1969, CD

INDIVIDUALIZED LITERATURE PROGRAM. ALICES' ADVENTURES IN WONDERLAND AND THROUGH THE LOOKING GLASS,CARROLL, L, AMERICAN BOOK CO, 1970, DD

INDIVIDUALIZED LITERATURE PROGRAM. ANIMAL FARM,ORWELL, G, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. A CONNECTICUT YANKEE IN KING ARTHUR'S COURT,TWAIN, M, AMERICAN BOOK CO, 1970, DE

INDIVIDUALIZED LITERATURE PROGRAM. A TALE OF TWO CITIES,DICKENS, C, AMERICAN BOOK CO, 1970, FH

INDIVIDUALIZED LITERATURE PROGRAM. CAPTAINS COURAGEOUS,KIPLING R, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. FAR FROM THE MADDING CROWD,HARDY, T, AMERICAN BOOK CO, 1970, FH

INDIVIDUALIZED LITERATURE PROGRAM. MADAME BOVARY,FLAUBERT, G, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. MAIN STREET,LEWIS, S, AMERICAN BOOK CO, 1970, EG

INDIVIDUALIZED LITERATURE PROGRAM. ROUGHING IT,TWAIN, M, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. SIDNEY POITIER-THE LONG JOURNEY,EWERS, C H, AMERICAN BOOK CO, 1970, GH

INDIVIDUALIZED LITERATURE PROGRAM. TESS OF THE D'URBEVILLES,HARDY, T, AMERICAN BOOK CO, 1970, EE

INDIVIDUALIZED LITERATURE PROGRAM. THE ADVENTURES OF HUCKLEBERRY FINN,TWAIN, M, AMERICAN BOOK CO, 1970, EE

INDIVIDUALIZED LITERATURE PROGRAM. THE ADVENTURES OF TOM SAWYER,TWAIN, M, AMERICAN BOOK CO, 1970, DF

INDIVIDUALIZED LITERATURE PROGRAM. THE ADVENTURE OF THE SPECKLED BAND AND OTHER STORIES OF SHERLOCK HOLMES,DOYLE, A C, AMERICAN BOOK CO, 1970, EG

INDIVIDUALIZED LITERATURE PROGRAM. THE CALL OF THE WILD AND SELECTED STORIES,LONDON, J, AMERICAN BOOK CO, 1970, EG

INDIVIDUALIZED LITERATURE PROGRAM. THE JUNGLE,SINCLAIR, U, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. THE LONELINESS OF THE LONG DISTANCE RUNNER,SILLITOE, A, AMERICAN BOOK CO, 1970, EG

INDIVIDUALIZED LITERATURE PROGRAM. THE MAYOR OF CASTERBRIDGE,HARDY, T, AMERICAN BOOK CO, 1970, FH

INDIVIDUALIZED LITERATURE PROGRAM. THE OUTCASTS OF POKER FLAT AND OTHER TALES,HARTE, B, AMERICAN BOOK CO, 1970, FJ

INDIVIDUALIZED LITERATURE PROGRAM. THE OX-BOW INCIDENT,CLARK, W V T, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. THE RED BADGE OF COURAGE,CRANE, S, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. THE RETURN OF THE NATIVE,HARDY, T, AMERICAN BOOK CO, 1970, FH

INDIVIDUALIZED LITERATURE PROGRAM. THE RISE OF SILAS LAPHAM,HOWELLS, W D, AMERICAN BOOK CO, 1970, GE

INDIVIDUALIZED LITERATURE PROGRAM. THE SCARLET LETTER,HAWTHORNE, N, AMERICAN BOOK CO, 1970, FH

INDIVIDUALIZED LITERATURE PROGRAM. TREASURE ISLAND,STEVENSON, R L, AMERICAN BOOK CO, 1970, EF

INDIVIDUALIZED LITERATURE PROGRAM. TRUE GRIT,PORTIS, C, AMERICAN BOOK CO, 1970, BD

INDIVIDUALIZED LITERATURE PROGRAM. WHY WE CAN'T WAIT,KING, M L, AMERICAN BOOK CO, 1970, GH

INDIVIDUALIZED LITERATURE PROGRAM. WUTHERING HEIGHTS,BRONTE, E, AMERICAN BOOK CO, 1970, FG

INDIVIDUALIZED LITERATURE PROGRAM. 1984,ORWELL, G, AMERICAN BOOK CO, 1970, FG

INDIVIDUALIZED LITERATURE PROGRAM. 2001-A SPACE ODYSSEY,CLARKE, A, AMERICAN BOOK CO, 1970, GI

INDIVIDUALIZED LITERATURE PROGRAM. 21 GREAT STORIES,LASS, A H, AND TASSMAN, N L, AMERICAN BOOK CO, 1970, GS

INSECTS AND THEIR WORLD,FENTON, C L, AND PALLAS, D C, JOHN DAY, 1956, DF

IN THE CANADIAN ROCKIES,BIALK, E, CHILDREN'S PRESS, 1968, DE

IRELAND,MCCARTHY, J, ET AL, TIME INC, 1964, HI

ISLAND OF THE BLUE DOLPHINS,O'DELL, S, HOUGHTON MIFFLIN, 1960, BC

JAKE GAITHER-WINNING COACH,BLASSINGAME, W, GARRARD PUBLISHING CO, 1969, CD

JAMES MADISON,MARTIN, P M, G P PUTNAM'S SONS, 1970, CD

JANE ADAMS-LITTLE LAME GIRL,WAGONER, J B, BOBBS-MERRILL, 1962, CD

JEFFERSON DAVIS-PATRIOT,LANGHEIN, E, VANTAGE PRESS, 1962, HI

JESSIE FREMONT,WAGONER, J B, BOBBS-MERRILL, 1960, CD

JIM BOWIE-BOY WITH A HUNTING KNIFE,WINDERS, G H, BOBBS-MERRILL, 0000, DE

JIM BRIDGER-MOUNTAIN BOY,WINDERS, G H, BOBBS-MERRILL, 1962, DE

JOHNNY TREMAIN,FORBES, E, HOUGHTON MIFFLIN, 1943, EE

JOHN ALDEN-YOUNG PURITAN,BURT, C W, BOBBS-MERRILL, 1964, DF

JOHN C FREEMONT,TOUSEY, S, ALBERT WHITMAN, 0000, EF

JOHN F KENNEDY AND PT-109,TREGASKIS, R, RANDOM HOUSE, 1962, GH

JOHN JAMES AUDUBON,KIERAN, M, AND KIERAN, J, RANDOM HOUSE, 1954, DF

JOHN PHILIP SOUSA-MARCHING BOY,WEIL, A, BOBBS-MERRILL, 1955, BC

JUDY'S JOURNEY,LENSKI, L, LIPPINCOTT, 1947, CE

JULIUS CAESAR,GUNTHER, J, RANDOM HOUSE, 1959, FH

JUST SO STORIES,KIPLING, R, COUNTRY LIFE PRESS, 1912, CC

KING OF THE WIND,HENRY, M, RAND MCNALLY, 1948, FF

KIT CARSON-TRAILBLAZER AND SCOUT,GARST, S, JULIAN MESSNER, 1947, FF

KIT CARSON AND THE WILD FRONTIER,MCCOY, R, E P DALE, 1955, GF

KON-TIKI,HYERDAHL, T, POCKET BOOKS, 1971, FG

LEE DE FOREST ELECTRONIC BOY,DOBLER, L, BOBBS-MERRILL, 1965, EF

LEIF ERICSON-EXPLORER,WEIR, R C, ABINGDON PRESS, 1951, EE

LEIF THE LUCKY,D'AULAIRE I AND E, DOUBLEDAY, 1941, CE

LEONARDO DA VINCI,HAYA, E, E P DALE, 1956, EF

LEONARD BERNSTEIN,BERNSTEIN, SHIRLEY, ENCYCLOPEDIA BRITANNICA PRESS, 1963, FG

LET'S VISIT ITALY,BARTLETT, V, AND CALDWELL, J, JOHN DAY, 1968, FG

LEW WALLACE-BOY WRITER,SCHARF, M, BOBBS-MERRILL, 1961, FG

LITTLE BEAR'S FRIEND,MINARIK, E, HARPER AND BROTHERS, 1960, AA

LITTLE DUCHESS-ANNE OF BRITANNY,BROOK, E L, E P DALE, 1948, EG

LITTLE HOUSE IN THE BIG WOODS,WILDER, L I, HARPER AND ROW, 1932, CC

LITTLE HOUSE ON THE PRAIRIE,WILDER, L I, HARPER AND ROW, 1935, CC

LITTLE WOMEN,ALCOTT, L M, LITERARY GUILD OF AMERICA, 1950, EF

LOTTA CRABTREE-GOLD RUSH GIRL,PLACE, M, BOBBS-MERRILL, 1958, EE

LOUISA MAY ALCOTT,PAPASHVILY, H W, HOUGHTON MIFFLIN, 1965, EF

LOU GERIG-A QUIET HERO,GRAHAM, F, E P DALE, 1942, CE

LOU GERIG-BOY OF THE SAND LOTS,GUERNSEY, V R, BOBBS-MERRILL, 1949, CE

LUCRETIA MOTT-GIRL OF OLD NANTUCKET,BURNETT, C, BOBBS-MERRILL, 1951, DE

LUDWIG BEETHOVEN AND THE CHIMING TOWER BELLS,WHEELER, O, E P DUTTON, 1942, EG

LUTHER BURBANK-BOY WIZARD,BURT, C W, BOBBS-MERRILL, 1948, CD

LUTHER BURBANK-NATURE'S HELPER,BRAGDON, L J, ABINGDON PRESS, 1959, DE

LUTHER BURBANK-PARTNER OF NATURE,FABER, D, GARRARD PRESS, 1963, CE

MABEL THE WHALE,KING, P, FOLLETT, 1958, AA

MAN OF THE MONITER,LATHAM, J L, HARPER AND BROTHERS, 1962, EE

MAPMAKING-THE ART THAT BECAME A SCIENCE,BROWN, LA, LITTLE, 1960, EF

MARK TWAIN-HIS LIFE,AYER, M, HENRY HOLT, 1954, DE

MARTHA WASHINGTON-GIRL OF OLD VIRGINIA,WAGONER, J B, BOBBS-MERRILL, 1959, CD

MARY MAPES DODGE-JOLLY GIRL,MASON, M E, BOBBS-MERRILL, 1949, CD

MEET BENJAMIN FRANKLIN,SCHARF, M, RANDOM HOUSE, 1968, DE

MEET CHRISTOPHER COLUMBUS,DE'KAY, J T, RANDOM HOUSE, 0000, BD

MISTY OF CHINCOTEAGUE,HENRY, M, RAND MCNALLY, 1947, DE

MR BELL INVENTS THE TELEPHONE,SHIPPEN, K B, RANDOM HOUSE, 1952, DE

MR POPPER'S PENGUINS,ATWATER, R, AND ATWATER, F, LITTLE BROWN AND CO, 1938, EF

MY EASY TO READ TRUE BOOK OF SPACE,POGENDORF, I, GROSSET AND DUNLAP, 1959, BD

NATIONAL VELVET,BAGNOLD, E, WILLIAM MORROW, 1965, EF

OLD WHIRLWIND,COATSWORTH, E, MACMILLAN, 1953, DE

ON DAYS FOR FUN,DAWSON, P, ET AL, BENEFIC PRESS, 1967, AA

ON INDIAN TRAILS WITH DANIEL BOONE,MEADOWCRAFT, E L, THOMAS Y CROWELL, 1947, CF

OTIS SPOFFORD,CLEARY, B, WILLIAM MORROW, 1953, BC

PAUL CLFFEE,JOHNSTON, J, DODD MEAD, 1970, DE

PERPLEXING PUZZLES AND TANTALIZING TEASERS,GARDNER, M, SIMON AND SCHUSTER, 1969, EE

PETER PAN,BARRIE, J M, CHARLES SCRIBNER'S SONS, 1956, EF

PETS,CHRYSTIE, F N, LITTLE, BROWN, 1953, DF

POCAHONTAS-BRAVE GIRL,SEYMOUR, F, BOBBS-MERRILL, 1961, DD

POOR RICHARD,DALGHERTY, J, THE VIKING PRESS, 1941, FF

PRINCESS MARY OF MARYLAND,AGLE, N H, CHARLES SCRIBNER'S SONS, 1956, DF

PROFILES IN COURAGE-YOUNG READERS MEMORIAL EDITION,KENNEDY, J F, HARPER AND ROW, 0000, IK

QUEEN ELIZABETH AND THE SPANISH ARMADA,WINWAR, F, E.P HALE, 1954, FF

RABBIT HILL,LAWSON, R, VIKING PRESS, 1944, FG

RAYMOND L DITMARS,WOOD, L N, JULIAN MESSNER, 1957, FF

RIVER BOY-THE STORY OF MARK TWAIN,PROUDFIT, I, JULIAN MESSNER, 1962, FF

ROBERTO CLEMENTE-BATTING KING,HANO, A, G P PUTNAM'S SONS, 1968, EF

ROBERT FROST-AMERICA'S POET,FABER, D, PRENTICE-HALL, 1964, EF

ROBERT FULTON AND THE STEAMBOAT,HILL, R N, E M HALE, 1954, EF

ROBINSON CRUSOE FOR YOUNG FOLKS,DEFOE, D, LATHROP, LEE AND SHEPARD CO, 1909, EE

ROLLER SKATES,SAWYER, R, VIKING PRESS, 1936, EE

SAMUEL MORSE-INQUISITIVE BOY,SNOW, D J, BOBBS-MERRILL, 1960, DD

SEA AND SUNSHINE-THE SOUTH ATLANTIC STATES,WOOD, D, CHILDRENS PRESS, 1962, GF

SEBASTIAN BACH-BOY FROM THURINGIA,WHEELER, O, AND DEUCHER, S, E P DUTTON, 1941, DE

SEEING FINGERS-THE STORY OF LOUIS BRAILLE,DEGERINA,E, DAVID MCKAY, 1962, FF

SHE WANTED TO READ,CARRUTH, E K, ABINGDON PRESS, 1966, DE

SIMON BOLIVAR-THE GREAT LIBERATOR,WHITRIDGE, A, E M HALE, 1954, FG

SIMON KENTON-YOUNG TRAIL BLAZER,WILKIE, K F, BOBBS-MERRILL, 1960, CC

SMOKY THE COWHORSE,JAMES, W, CHARLES SCRIBNER'S SONS, 1926, FF

STEPHEN DECATUR-GALLANT BOY,SMITH, B, BOBBS-MERRILL, 1955, CC

STEPHEN FOSTER-BOY MINSTREL,HIGGINS, H B, BOBBS-MERRILL, 1963, CD

STEPHEN FOSTER-BOY MINSTREL,HIGGINS, H B, BOBBS MERRILL, 1963, CE

STEPHEN F AUSTIN-FATHER OF TEXAS,BEALS, C, MCGRAW HILL, 1953, GI

STRAWBERRY GIRL,LENSKI, L, LIPPINCOTT, 1945, CE

THAT LIVELY MAN-BEN FRANKLIN,EATON, J, WILLIAM MORROW AND CO, 1948, EF

THEY WERE STRONG AND GOOD,LAWSON, R, VIKING PRESS, 1940, CC

THE ADVENTURES OF PINOCCHIO,COLLODI, C, GROSSET AND DUNLAP, 1946, DE

THE ALLIGATOR CASE,DU BOIS, W P, HARPER AND ROW, 1965, CF

THE BLACK STALLION,FARLEY, W, RANDOM HOUSE, 1941, CE

THE BORROWERS,NORTON, M, HARCOURT BRACE AND WORLD, 1953, CF

THE BORROWERS,NORTON, M, HARCOURT, 1953, CC

THE BRONZE BOW,SPEARE, E G, HOUGHTON MIFFLIN, 1961, CE

THE BULLY OF BARKHAM STREET,STOLZ, M, HARPER AND ROW, 1963, CC

THE BUTTONS AND MR PETE,MCCALL, E S, BENEFIC PRESS, 1961, B

THE BUTTONS AND THE LITTLE LEAGUE,MCCALL, E S, BENEFIE PRESS, 1961, BB

THE BUTTONS AT THE FARM,MCCALL, E S, BENEFIC PRESS, 1961, AA

THE BUTTONS AT THE SOAP BOX DERBY,MCCALL, E S, BENEFIC PRESS, 1961, AB

THE CALL OF THE WILD,LONDON, J, GROSSET AND DUNLAP, 1931, FF

THE COLUMBUS STORY,DALGLEISH, A, CHARLES SCRIBNER'S SONS, 1955, CC

THE CONFESSIONS OF NAT TURNER,STYRON, W, RANDOM HOUSE, 1967, FH

THE CONGRESS,JOHNSON, G W, WILLIAM MORROW, 1963, FG

THE DOOR IN THE WALL,DE ANGELI, M, DOUBLEDAY AND CO, 1949, EF

THE FIRST BOOK OF AMERICAN HISTORY,COMMANGER, H S, FRANKLIN WATTS, 1957, EF

THE FIRST WOMAN DOCTOR,BAKER, R, JULIAN MESSNER, 1960, FG

THE FIVE CHINESE BROTHERS,WEISE, B, E M HALE, 0000, DE

THE FOOL OF THE WORLD AND THE FLYING SHIP,RANSOME, A, FARRAR, STRAUSS, AND GIROUX, 1968, BC

THE GAY POET-THE STORY OF EUGENE FIELD,NOLAN, J C, JULIAN MESSNER, 1940, GI

THE HUNCHBACK OF NOTRE DAME,HUGO, V, 0000, 1947, GH

THE INCREDIBLE JOURNEY,BURNFORD, S, LITTLE, BROWN AND CO, 1961, FG

THE INCREDIBLE WILLIAM BOWLES,MILLARD, J, CHILTON, 1966, GG

THE LAST OF THE MOHICANS,COOPER, J F, WORLD PUBLISHING CO, 1957, EF

THE LOST WORLD,DOYLE, A C, LOOKING GLASS LIBRARY, 1959, FG

THE MATCHLOCK GUN,EDMONS, W D, 0000, MEAD AND CO, 1941, DF

THE OLD MAN AND THE SEA,HEMINGWAY, E, CHARLES SCRIBNER'S SONS, 1952, GC

THE PAINTED CALF,GATES, A I, ET AL, MACMILLAN CO, 1939, AA

THE PONY EXPRESS,ADAMS, S H, RANDOM HOUSE, 1950, EF

THE PRINCE AND THE PAUPER,CLEMENS, S L, JUNIOR DELUXE EDITIONS, 1948, FG

THE RADIUM WOMAN-A LIFE OF MARIE CURIE,DOORLY, E, ROY PUBLISHERS, 0000, DE

THE RELUCTANT DRAGON,GRAHAME,K, HOLIDAY HOUSE, 0000, DF

THE RINGLING BROTHERS, CIRCUS BOYS,BURT, C W, BOBBS MERRILL, 1962, DE

THE SECRET OF GOBLIN GLEN,WHITNEY, P A, WESTMINSTER, 1968, CD

THE SHOE BIRD,WELTY, E, HARCOURT, BRACE, JOVANOVICH, 1964, CD

THE STORY OF ALBERT EINSTEIN,FREEMAN, M B, RANDOM HOUSE, 1958, EF

THE STORY OF BETHOVEN,KALFMANN, H L, GROSSET AND DUNLAP, 1957, DE

THE STORY OF CLARA BARTON OF THE RED CROSS,NOLAN, J C, JULIAN MESSNER, 1945, EF

THE STORY OF CRAZY HORSE,MEADOWCROFT, E L, GROSSET AND DUNLAP, 1954, DE

THE STORY OF DR DOOLITTLE,LOFTING, H, J B LIPPINCOTT AND CO, 1948, DD

THE STORY OF DWIGHT D EISENHOWER,MEADOWCRAFT, E L, GROSSET AND DUNLAP, 1956, DE

THE STORY OF GEORGE WASHINGTON CARVER,BONTEMPS, A, GROSSET AND DUNLAP, 1954, CD

THE STORY OF HELEN KELLER,HICKOK, L, GROSSET AND DUNLAP, COOC, CC

THE STORY OF WINSTON CHURCHILL,MALKUS, A S, GROSSET AND DUNLAP, 1957, EF

THE STRANGE DISAPPEARANCE OF ARTHUR CLUCK,BENCHLEY, N, HARPER AND ROW, 1967, BB

THE TALKING CAT,CARLSON, N S, HARPER AND BROS, 1952, CD

THE TRUE BOOK OF AFRICAN ANIMALS,PURCELL, J W, CHILDRENS PRESS, 1954, DD

THE TRUE BOOK OF ANIMALS OF SMALL POND,ERIKSON, P, CHILDRENS PRESS, 1953, EE

THE TRUE BOOK OF ANIMAL BABIES,POODENDORF, I, CHILDRENS PRESS, 1955, CC

THE TRUE BOOK OF CONSERVATION,GATES, R, CHILDRENS PRESS, 1959, FE

THE TRUE BOOK OF ENERGY,POODENDORF, I, CHILDRENS PRESS, 1955, CC

THE TRUE BOOK OF FARM ANIMALS,LEWELLEN, J, CHILDREN'S PRESS, 1954, AB

THE TRUE BOOK OF HOLIDAYS AND SPECIAL DAYS,PURCELL, J W, CHILDRENS PRESS, 1955, CC

THE TRUE BOOK OF JUNGLES,POODENDORF, I, CHILDRENS PRESS, 1959, CD

THE TRUE BOOK OF KNIGHTS,LEWELLEN, J, CHILDREN'S PRESS, 1956, CD

THE TRUE BOOK OF PLANT EXPERIMENTS,PODENDORF, I, CHILDRENS PRESS, 1955, CC

THE TRUE BOOK OF THE AIR AROUND US,FRISKEY, M, AND EVAN, K, CHILDRENS PRESS, 1953, BB

THE TRUE BOOK OF WEATHER EXPERIMENTS,PODENDORF, I, CHILDRENS PRESS, 1961, CC

THE VOYAGES OF CHRISTOPHER COLUMBUS,ARMSTRONG, S, RANDOM HOUSE, 1950, GH

THE VOYAGES OF DR DOOLITTLE,LOFTING, H, J B LIPPINCOTT AND CO, 1950, DE

THE WHEEL ON THE SCHOOL,DEJONG, M, HARPER AND BROS, 1954, DE

THE WITCHCRAFT OF SALEM VILLAGE,JACKSON, S, RANDOM HOUSE, 1956, EG

THE YEARLING,RAWLINGS, M K, SCRIBNER, 1939, EF

THE YEARLING,RAWLINGS, M, CHARLES SCRIBNER'S SONS, 1961, DE

THE YOGI BERRA STORY,ROSWELL, G, JULIAN MESSNER, 1960, FF

THE 500 HATS OF BARTHOLOMEW CUBBINS,SEUSS, VANGUARD PRESS, 1938, CC

THOMAS ALVA EDISON-MIRACLE MAKER,KAUFMAN, M D, GARRARD PRESS, 1962, DE

THOMAS ALVA EDISON,CLARK, G G, ALADDIN BOOKS, 1950, EF

THOMAS A EDISON,MILLER, F T, JOHN C WINSTON, 1940, GH

TIME FOR POETRY,ARBUTHNOT, M H, SCOTT FORESMAN, 1959, FG

TRACK BOSS,CHANDLER, E W, BENEFIC PRESS, 1969, AA

TREASURE ISLAND,STEVENSON, R L, CHARLES SCRIBNER'S SONS, 1939, F

TRUCK DRIVERS,GREENE, C, HARPER AND ROW, 0000, CC

TRUMPETERS TALE-THE STORY OF YOUNG LOUIS ARMSTRONG,EATON, J, WILLIAM MORROW, 1955, FF

TUFFY AND BOOTS,GATES, A I, ET AL, MACMILLAN, 1957, AA

TWENTY THOUSAND LEAGUES UNDER THE SEA,VERNE, J, CHARLES SCRIBNER'S SONS, 1960, HI

VIRGINIA DARE-MYSTERY GIRL,STEVENSON, A, BOBBS-MERRILL, 1958, CD

VIRGINIA DARE-MYSTERY GIRL,STEVENSON, A, BOBBS-MERRILL, 1959, CD

WALTER REED-BOY WHO WANTED TO KNOW,HIGGINS, F, BOBBS-MERRILL, [illegible], CC

WALT DISNEY-YOUNG MOVIE MAKER,HANDTREE, M, BOBBS-MERRILL, 1965, CD

WAVE OF DREAMS-THE GIRLHOOD OF CHARLOTTE BRONTE,VIPONT, E, HENRY Z WALCK, 1966, EF

WE THREE,ARTLEY, A S, AND GRAY, L, SCOTT, FORESMAN, 1952, AA

WHAT DOES A WITCH NEED,DE LAGE, I, GARRARD PUBLISHING CO, 1971, BB

WILDERNESS WIFE,DEGERINA, E, DAVID MCKAY, 1966,EF

WILLA-THE STORY OF WILLA CATHERS GROWING UP,FRANCHERE, R, THOMAS Y CROWELL, 1958, FG

WILLIAM CRAWFORD GORGAS,WILLIAMS, B, AND EPSTEIN S, JULIAN MESSNER, 1958, FG

WILLIAM FARGO-BOY MAIL CARRIER,WILKIE, K, BOBBS-MERRILL, 1962, CE

WILLIAM PENN-FRIENDLY BOY,MASON, M E, BOBBS-MERRILL, 1962, CD

WINGS FOR WORDS-JOHANN GUTENBERG,MCMURTRIE, D C, RAND MCNALLY, 1940, DE

WINSTON CHURCHILL,COOLIDGE, C, HOUGHTON MIFFLIN, 1960, FH

WOODROW WILSON, BOY PRESIDENT,MONSELL, F, BOBBS-MERRILL, 1959, CD

WYATT EARP-U S MARSHALL,HOLBROOK, S H, RANDOM HOUSE, 1956, EG

YEOMEN OF KENT,CARVER, S R, BROADMAN, 1957, EE

YOUNG HANS CHRISTIAN ANDERSON,COLLIN, M, VIKING PRESS, 1955, CE

YOUNG MAN IN A HURRY-THE STORY OF CYRUS W FIELD,LATHAM, J L, HARPER AND BROTHERS, 1958, CD

13 GHOSTLY YARNS,SECHRIST, E F, MACRAE SMITH CO, 1942, FG

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AGRICULTURE- MAN AND THE LAND,EDUCATIONAL RESEARCH COUNCIL, ALLYN AND BACON, 1971, CE

AMERICAN COMMUNITIES. AN AREA [illegible]WING COMMUNITY-YAKIMA-WASHINGTON, RICHARDS, M M (COORD), ET AL, ALLYN AND BACON, 1970, CC

AMERICAN COMMUNITIES. A RURAL COMMUNITY-WEBSTER CITY IOWA,RICHARDS, M M (COORD), ET AL, ALLYN AND BACON, 1970, CC

ASIA AND AFRICA SOCIAL STUDIES. AFRICA,ALLEN, FIDELER, OOOC, FH

ASIA AND AFRICA SOCIAL STUDIES. AFRICA,PITTS, FIDELER, OOOC, FH

ASIA AND AFRICA SOCIAL STUDIES. CHINA,WIENS, FIDELER, OOOC, EF

ASIA AND AFRICA SOCIAL STUDIES. INDIA,RAMAN, FIDELER, OOOC, FG

ASIA AND AFRICA SOCIAL STUDIES. SOUTHEAST ASIA,WITHINGTON, AND FISHER, FIDELER, 1968, GH

A WORLD VIEW,SORENSEN, C W, ET AL, SILVER BURDETT CO, 1964, FG

CAPTAIN COOK-PACIFIC EXPLORER,SYME, R, WILLIAM MORROW, 1960, EG

COMMUNITIES AT HOME AND ABROAD. OUR COMMUNITY,RICHARDS, M M (COORD), ET AL, ALLYN AND BACON, 1970, BB

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CULTURAL AREA STUDIES. EAST ASIA,CURTIN, ET AL, SILVER BURDETT, 1970, GI

CULTURE AREA STUDIES. AFRICA SOUTH OF THE SAHARA,CURTIN, (ED), SILVER BURDETT, 1970, HH

CULTURE AREA STUDIES. INDIA AND SOUTHEAST ASIA,CURTIN, ET AL, SILVER BURDETT, 1970, GI

CULTURE AREA STUDIES. THE ISLAMIC WORLD,CURTIN, ET AL, SILVER BURDETT, 1970, HH

ELIZABETH-THE TUDOR PRINCESS,KING, M, FREDERICK A STOKES, 1941, GH

EXPLORERS AND DISCOVERERS. COLUMBUS,RICHARDS, M M (COORD) ET AL, ALLYN AND BACON, 1970, BB

EXPLORERS AND DISCOVERERS. THE NORSEMEN,RICHARDS, M M (COORD), ET AL, ALLYN AND BACON, 1970, AA

EXPLORING REGIONS NEAR AND F[illegible]SS, F F, ET AL, FOLLET EDUCATIONAL CO[illegible], 1965, EF

FIELD SOCIAL STUDIES PROGRAM. THE AMERICAN ADVENTURE, BOYCE, R R, AND BACON, P, FIELD EDUCATIONAL PUBLICATIONS, 1970, FG

FIELD SOCIAL STUDIES PROGRAM [illegible]S AND CITIES, BOYCE, R R, AND BACON, P, FIELD EDUCATIONAL PUBLICATIONS, 1970, CE

INDUSTRY-MAN AND THE MACHINE, EDUCATIONAL RESEARCH COUNCIL OF AMERICA, ALLYN AND BACON, 1971, CE

IN ALL OUR STATES, HANNA, P R, ET AL, SCOTT, FORESMAN AND CO, 1965, DE

IN CITY, TOWN AND COUNTRY, HANNA, P R, ET AL, SCOTT, FORESMAN AND CO, 1965, BD

JEFF DAVIS-CONFEDERATE BOY, DE GRUMMOND, L AND L, BOBBS-MERRILL, 1960, DE

LAIDLAW SOCIAL SCIENCE PROGRAM. REGIONS AND SOCIAL NEEDS, KING, F M, ET AL, LAIDLAW BROTHERS, 1970, CE

LAIDLAW SOCIAL SCIENCE PROGRAM. SOCIAL STUDIES OF OUR COUNTRY, KING, F M, ET AL, LAIDLAW BROTHERS, 1970, FG

LAIDLAW SOCIAL SCIENCE PROGRAM. SOCIAL STUDIES OF OUR WORLD, KING, F M, ET AL, LAIDLAW BROTHERS, 1970, GG

LAIDLAW SOCIAL SCIENCE PROGRAM. USING THE SOCIAL STUDIES, KING, G M ET AL, LAIDLAW BROTHERS, 1970, EF

LAIDLAW SOCIAL STUDIES PROGRAM. COMMUNITIES AND SOCIAL NEEDS, KING, F M, ET AL, LAIDLAW BROTHERS, 1968, BC

LAIDLAW SOCIAL STUDIES PROGRAM. FAMILIES AND SOCIAL NEEDS, KING, F M, ET AL, LAIDLAW BROTHERS, 1968, BC

LAND OF THE FREE, CAUGHEY, J W, ET AL, BENZIGER BROS, 1965, GG

LEARNING TO LOOK AT OUR WORLD, COOPER, K S, ET AL, SILVER BURDETT CO, 1967, CD

LIVING AS WORLD NEIGHBORS, CUTRIGHT, P, ET AL, MACMILLAN CO, 1965, FF

LIVING IN OUR COUNTRY AND OTHER LANDS, CUTRIGHT, P, ET AL, MACMILLAN CO, 1966, CD

LIVING IN THE OLD WORLD, CUTRIGHT P, MACMILLAN CO, 1969, FF

MAN AND COMMUNITIES. GREAT IDEAS OF MAN, JENNINGS, J E, FIDELER CO, 1970, DE

MAN AND COMMUNITIES. THE EARTH AND MAN, PRESCOTT, E S, AND SMITH, M H, FIDELER CO, 1970, DE

[illegible] COMMUNITIES. THE [illegible] MAN, PRESCOTT, C S AND SMITH [illegible], FIDELER [illegible], CCCC, BF

NORTHEAST, FIDELER, ET AL, FIDELER CO, 1971, FF

OLD WORLD LANDS, HARRIS, F H, ET AL, SILVER BURDETT CO, 1964, FG

OUR NEW WORLD, SORENSEN, C W, ET AL, SILVER BURDETT CO, 1968, DE

OUR COUNTRY'S STORY, EIBLING, H H, ET AL, LAIDLAW BROS, 1961, DF

ROBERT GODDARD-FATHER OF SPACE AGE, VERRAL, C S, PRENTICE HALL, 1965, EE

SOCIAL SCIENCES-CONCEPTS AND VALUES. BLUE (LEVEL 1), BRANDWEIN, ET AL, HARCOURT, BRACE, JOVANOVICH, 1970, BE

SOCIAL SCIENCES-CONCEPTS AND VALUES. BROWN (LEVEL 6), BRANDWEIN, ET AL, HARCOURT, BRACE JOVANOVICH, 1970, EF

SOCIAL SCIENCES-CONCEPTS AND VALUES. GREEN (LEVEL 3), BRANDWEIN, ET AL, HARCOURT, BRACE, JOVANOVICH, 1970, DE

SOCIAL SCIENCES-CONCEPTS AND VALUES. ORANGE (LEVEL 4), BRANDWEIN, ET AL, HARCOURT, BRACE, JOVANOVICH, 1970, DE

SOCIAL SCIENCES-CONCEPTS AND VALUES. PURPLE (LEVEL 5), BRANDWEIN, ET AL, HARCOURT, BRACE, JOVANOVICH, 1970, EF

SOCIAL SCIENCES-CONCEPTS AND VALUES. RED (LEVEL 2), BRANDWEIN, ET AL, HARCOURT, BRACE, JOVANOVICH, 1970, BC

SOUTH, FIDELER, ET AL, FIDELER CO, 1971, FF

THE AGE OF WESTERN EXPANSION, EDUCATIONAL RESEARCH COUNCIL, ALLYN AND BACON, 1971, EF

THE AMERICANS-A HISTORY OF THE UNITED STATES, FENTON, E, ET AL, HOLT, RINEHART AND WINSTON, 1970, EE

THE CHALLENGE OF CHANGE, EDUCATIONAL RESEARCH COUNCIL, ALLYN AND BACON, 1971, FG

THE CHANGING NEW WORLD. NORTH AND SOUTH AMERICA, COOPER, K S, ET AL, SILVER BURDETT CO, 1969, EF

THE GROWTH OF AMERICA, LIEBMAN, R AND YOUNG, G, PRENTICE HALL, 1964, EE

THE HUMAN ADVENTURE. ANCIENT CIVILIZATION, ALLYN AND BACON, 1971, DF

THE HUMAN ADVENTURE. MEDIEVAL CIVILIZATION, ALLYN AND BACON, 1971, EF

THE HUMAN ADVENTURE. NEW WORLD AND EURASIAN CULTURES,
ALLYN AND BACON, 1971, FG

THE MAKING OF OUR AMERICA,RICHARDS, M H (CORD), ET AL, ALLYN AND BACON, 1970, CC

THE METROPOLITAN COMMUNITY,RICHARDS, M M (CORD), ET AL, ALLYN AND BACON, 1970, DD

THE SEA DRAGON,SANDERLIN, G, HARPER AND ROW, 1969, FH

THE SOUTH,JENNINGS, J E AND SMITH, M H, FIDELER CO, 1968, CG

THE WORLD TODAY-ITS PATTERNS AND CULTURES,KOHN, C F AND DRUMMOND, D W, MCGRAW-HILL BOOK CO, 1966, FH

THIS IS AMERICAS STORY,WILDER, H B, ET AL, HOUGHTON MIFFLIN CO, 1966, FH

UNDERSTANDING LATIN AMERICA,LINDOP, E, ET AL, GINN AND CO, 1966, GG

U S SOCIAL STUDIES. AMERICAN NEIGHBORS,ANGELLI J P (ED), FIDELER CO, 1968, FG

U S SOCIAL STUDIES. MIDWEST AND GREAT PLAINS,HAVINGHURST, W, FIDELER CO, 1972, EF

U S SOCIAL STUDIES. THE WEST,JENNINGS, J E (ED), FIDELER CO, 1972, GH

WAYS OF OUR LAND,SORENSEN, C W, SILVER BURDETT CO, 1965, CC

WORLD GEOGRAPHY TODAY,ISRAEL, S, ET AL, HOLT, RINEHART AND WINSTON, 1966, GH

WORLD STUDIES ENQUIRY SERIES. AFRICA,MARVINE, ET AL, FIELD EDUCATIONAL PUBLICATIONS, 1969, EF

WORLD STUDIES ENQUIRY SERIES. ASIA,MARVINE, ET AL, FIELD EDUCATIONAL PUBLICATIONS, 1969, EE

WORLD STUDIES ENQUIRY SERIES. LATIN AMERICA,MARVINE, ET AL, FIELD EDUCATIONAL PUBLICATIONS, 1969, EE

YOUR COUNTRY AND THE WORLD,GLENDINNING, R M, ET AL, GINN AND CO, 1966, EF

PART TWO

TECHNICAL STUDIES

I. Introduction

Part One of this report presents practical applications of the content referenced interpretive system for standardized reading tests, giving specific directions for using it in selecting materials of optimum reading difficulty for individual students or for groups of students.

The system consists of three user components: (1) student scores on any one of seven selected standardized reading tests, (2) estimated difficulty levels of books and other printed material, and (3) prediction tables that relate the first two components to each other. Test scores for individual children are obtained from records or test administration by the user of the system. A list of difficulty levels for approximately 600 children's books (texts and library books) is given in Part One as are instructions for estimating difficulty levels for materials not included. Prediction tables are also given in Part One.

While simple in both conception and application, the system is based on data collected for the purpose of examining the relationship between two areas of the study of reading that have been treated separately by researchers with quite different approaches. Those in psychometrics have been concerned with normative measures of reading ability and production of the standardized tests which enable teachers to say that one pupil reads better than another or that most children

in a classroom read "at grade level" or that children in one school or geographic area or socio-economic class read better than those in another. Another group of test makers, concerned with the more clinical aspects of reading instruction and remediation, have designed a number of diagnostic tests that are useful to persons concerned with identifying and correcting problems that children sometimes develop in learning to read.

On the other hand, those concerned with the development or study of instructional materials, children's literature, etc. have devised ways of making judgments about whether one piece of writing is "harder" than another. The crucial question, though, of how a teacher or other person discovers whether a given individual can read a given book has not been answered or even given much consideration by either group. Thus Carroll (1972) recently made the following statement:

> Even if it is assumed that comprehension ability is a unitary dimension of individual differences, tests do not permit the placement of an individual on a scale that would indicate in meaningful terms, for example, the difficulty level of textual materials that the individual would be able to comprehend to some desired criterion.

It can easily be seen, then, that this project deals with a problem of major concern in education, that of identifying a reading difficulty continuum on which both instructional materials and students can be located. The studies presented in this section of the report appear to provide data which show that it is possible to interpret test results in the manner indicated by Carroll.

The first step in the process was the development of an accurate readability formula, followed by empirical studies to determine placement

of individuals on a scale defined by the formula-produced difficulty continuum. Prediction of students' positions on the scale from their scores on standardized reading tests was the next step, with the final task of the project being the development of procedures for locating instructional materials on the continuum and the production of a list of materials whose locations on it had been established.

II. Development of the Readability Formula

Readability formulas developed in the past have frequently been applicable only to a narrow range of age and grade levels, and they frequently have disagreed in their estimates of the reading difficulty level of a given book. Furthermore, the validity coefficients of these formulas have been only moderately high. Some reasons for these disagreements and modest validities are that each formula uses only one or two independent variables, that these differ from formula to formula, and that less than optimal criterion measures have been used. Spache (1953), for example, used the grade level at which a book was used as his criterion measure instead of a more appropriate student performance variable. Other formulas (e.g., Dale and Chall, 1948) have used as criterion variables comprehension tests over reading passages, but these measures may have been contaminated by the inclusion of easy questions on hard passages and vice versa.

A. Measurement of Structural Characteristics of Passages

In the present study, the seven structural variables of those listed by Klare (1963) that appeared to have the most promise for predicting the reading difficulty of passages and which were amenable to analysis by computer were used. These variables are listed below:

1. Average sentence length
2. Average word length
3. Proportion of different words
4. Proportion of words on the Dale list of 3000 words

5. Proportion of abstract words
6. Proportion of words on the Dale list of 769 words
7. Proportion of different words not on the Dale list of 769 words

Two CAL SNOBOL-4 computer programs (Griswold, Poage, and Polansky, 1968), written for the CDC 6500 computer, processed text passages punched on data cards and analyzed them in terms of the seven structural variables. One program analyzed the first five variables and the second analyzed variables one, two, three, six and seven.

The proportion of abstract words was determined by the method outlined by Gillie (1957). Words ending in "-ness", "-ment", "-ship", "-dom", "-nce", "-ion" and "-y" were counted, summed and divided by the total word count to obtain the proportion. Gillie specified that a word ending in "-y" used as a diminutive should not be counted. The program allowed the user to omit words ending in "-y" from the abstract count if the passage contained many diminutives but it could not distinguish between them and words with "-y" endings that were not diminutives. In addition, the program counted all words with the specified endings and not, as Gillie specified, only those that were nouns.

In determining the proportion of words on the Dale list of 3000 the procedures specified by Dale and Chall (1948) were generally used. Plural, past tense, adjectivial, adverbial, gerundive, possessive, and past participial forms of words on the list were counted as familiar. The procedures used for transforming words in these forms to words on the list could result in errors but they occur very infrequently, probably no more than about two or three per thousand words. The

nature of these errors is described in the program write-up in appendix 2. Names of persons and places and numerals were considered by Dale and Chall to be familiar. They were not by the program. However, the words NAME, PLACE, and NUMBER were substituted for the actual names, places and numerals on the data processing cards so that accurate counts of them as familiar words were obtained.

Abbreviations were counted as unfamiliar by Dale and Chall (1948) except when the unabbreviated form was on the list. If an abbreviation (also names of organizations, laws, documents, etc.) occurred several times in one hundred words it was counted as two unfamiliar words only. The program counted all abbreviations as unfamiliar if they were not on the list and it counted each occurance of any of the words specified above as an unfamiliar word.

Procedures for determining the proportions involving the Dale list of 769 words generally followed those given by Spache (1953). Plurals, possessives, and regular verb forms (-ing, -ed, -es, -s) of words on the list of 769 words were counted as being on the list. In counting words not on the list Spache adopted the following rule: "Count an unfamiliar word only once, even though it appears again or with variable endings later in the sample". The program counted each unfamiliar word form only once but counted each variable ending of an unfamiliar word separately.

B. Relationship of Structural Characteristics and Cloze Restoration Scores

Miller and Coleman (1967) published a set of thirty-four passages which form a "calibration sample" for the present study. They selected passages from a group published by McCall and Crabbs (1961) and from college texts in psychology. The passages were representative of a number of literary forms and subject matter contents. Five cloze test forms were constructed from each passage with deletion patterns based on removal of one of the first five words with subsequent deletion of every fifth word. Each of five different sets of these was administered to four undergraduate psychology students. The percentage of cloze restorations was reported for each passage.

For use in the present study the thirty-four passages were punched on data processing cards and analyzed by the computer programs mentioned above. Means and standard deviations of the variables are shown in table 15 and their intercorrelations are given in table 16. A multiple correlation of .92 was found between the percentage restoration score and three of the seven variables. None of the remaining four made a significant addition to the first three in predicting the percentage restoration score. The regression equation for predicting the restoration score follows:

$$\hat{Y} = 123.433 - .488X_1 - 10.828X_2 - 62.892X_7$$

where the subscripts of the variables refer to the numbers of the variables as previously given.

Table 15

Means and Standard Deviations of the Seven Text Variables and the Cloze Restoration Score

Variable	Mean	Standard Deviation
1	18.17	5.18
2	4.42	.53
3	.62	.05
4	.85	.12
5	.07	.03
6	.74	.11
7	.21	.10
Cloze	53.52	14.33

Table 16

Intercorrelations of the Seven Text Variables and the Cloze Restoration Score

	1	2	3	4	5	6	7	Cloze
1	---	.43	.24	-.47	.14	-.40	.42	-.53
2		---	.52	-.95	.56	-.93	.94	-.89
3			---	-.43	.07	-.54	.61	-.51
4				---	-.52	.96	-.94	.87
5					---	-.47	.48	-.47
6						---	-.97	.86
7							---	-.89
Cloze								---

Spache (1953) reported a multiple correlation of .818 between the two predictors in his formula and the criterion. Dale and Chall (1958) obtained a multiple correlation of .70 between their two predictors and a criterion measure. Other studies showed that the predicted difficulties of the Dale-Chall formula had correlations of .92 with judgments of readability experts, .90 with reading grades of children and adults, and .90 with judgments of difficulty of social studies passages by expert social studies teachers. More recently, Bormuth (1966, 1967) used a wide variety of linguistic variables as predictors of reading difficulty and obtained a multiple correlation of .94. His criterion measure was cloze restoration percentage scores.

The multiple correlation of .92 obtained with three predictors in the present study is greater than those obtained by Spache and Dale and Chall probably because of the more refined criterion variable. It is approximately equal to the one obtained by Bormuth probably for the same reason.

The second SNOBOL program was modified to apply the three variable formula in computing the predicted difficulty of passages; analyses of variables not in the formula were deleted. A program write up and listing of the modified program is given in appendix 2. Costs of computer analysis varied with the size and number of text samples taken per book and with the conditions under which the analysis was made. Analysis of a book from which three samples were taken, each being one hundred fifty to two hundred words long, could vary in cost from about three dollars to less than one dollar on the CDC 6500 computer at Florida State University. The lower cost was attained when a large number of books were processed on a time available basis.

III. Cross-validation of the Readability Formula

This chapter describes three studies that yielded the bulk of the empirical data gathered during this project. Subjects, test instruments, and data gathering procedures are described. Results are given for the parts of the studies that investigated the relationship of the predicted percentage restoration scores (predicted difficulties) of passages to their empirically determined restoration percentages (empirical difficulties). Results of the studies that deal with other aspects of the project are given in subsequent chapters.

A. Study 1

Subjects: The subjects for this study were 238 fourth and fifth grade students enrolled in two public elementary schools in Tallahassee, Florida. There were four classes of fifth graders, three classes that combined fourth and fifth grades and one fourth grade class. Students within classes were heterogeneous with regard to reading ability. Complete data were obtained on only 194 subjects.

Tests: At the onset of the study three passages from each of approximately 100 books in social studies (SS), language arts (LA), and fiction (FI) and non-fiction (NF) library books were analyzed by the computer program and predicted difficulties for each passage were computed. All of the books were listed in State Adopted Textbooks in Florida - A Catalogue (1973-74) or in the American Heritage Word Frequency Book (Carroll, 1971) and were recommended for use or said to be among those most frequently used in grades one through nine.

Eight 250 word passages encompassing the range of predicted difficulties for entire books (i.e., the average of the predicted difficulties of the three passages for each book) were selected in each of the four subject matter areas. The predicted difficulties of the passages are shown in table 17.

Table 17

Predicted Difficulties (Cloze Restoration Percentages) for Eight Passages in Each of Four Subject Matter Areas

Passage	Social Studies	Language Arts	Non-Fiction	Fiction	Average
1	76	81	78	80	78.75
2	70	72	73	75	72.50
3	66	67	68	69	67.50
4	62	63	63	64	63.00
5	56	58	59	61	58.50
6	52	53	54	54	53.25
7	49	47	48	48	48.00
8	41	41	42	42	41.50

The SNOBOL computer program was modified to produce five lists of words for each passage corresponding to the five possible deletion patterns that could be used in cloze test construction. For each list the number of different words not on the Dale list of 769 words was computed as was the average word length. These two values along with the average sentence length of the passage were used to produce five predicted cloze test difficulty values for each passage. The list whose predicted difficulty was most similar to the predicted difficulty of the entire passage was chosen to be deleted from the passage in

order to construct a cloze test. If, for example, the list made from the third of the first five words and every fifth word thereafter was most similar in predicted difficulty to the overall passage, a cloze test was made from the passage by deleting the third word and every fifth word thereafter until a total of 50 blanks was obtained. The deleted words were replaced by blanks of uniform length.

Each of the thirty-two tests was reproduced on single 8½ by 11" paper and packaged individually. The eight test packages for each subject matter area were assembled in a testing kit.

The reading test of the Sequential Tests of Education Progress, STEP series II (1969), Form A, Level 4, was administered to the subjects in the study. Its purpose will be explained in a later section of this report.

Procedure: It was planned that the investigator and graduate assistants would administer the STEP to intact classes of students on the first day of data gathering and one cloze test on each of the next eight school days. Students in a given class would receive tests in only one subject matter area and each area would be used in two classes. The STEP was administered according to instructions given in the test manual. The cloze test were administered using the standardized instructions provided by Klare, Sinaiko, and Stolurow (1972). Cloze tests were essentially untimed but students were encouraged to take no more than about 20-25 minutes per test. The order of administration was 3, 5, 2, 8, 4, 6, 1, 7 where 1 refers to the easiest cloze test and 8 the most difficult. Unfortunately both the teachers and the students involved

found the cloze tests to be objectionable, so after the third day the testing schedule was modified so that the teachers could administer the remaining tests at the rate of one or two a week. Thus, the data were gathered over a period of four to six weeks, and even though teachers were given explicit instructions on how to administer the tests it is likely that they varied considerably in the procedures they used. The cloze tests were scored by counting only exact word replacements as correct. A score consisting of the number of correct restorations was computed for each student for each of his eight tests.

Results: Proportions of correct responses for each test were computed by dividing the total number of correct replacements for it by its total number of blanks multiplied by the number of subjects who took it. Table 18 shows these proportions converted into percentages for the eight tests of each subject matter area and their averages across areas.

Table 18

Percentage of Correct Restorations for Eight Tests Varying in Predicted Difficulty in Each of Four Subject Matter Areas

Passage	Social Studies	Language Arts	Non-Fiction	Fiction	Average
1	42.7	48.3	34.2	47.1	43.1
2	30.4	44.9	35.4	52.1	40.7
3	41.2	37.3	35.5	43.6	39.4
4	26.6	21.7	26.8	22.7	24.5
5	21.1	28.6	23.1	21.1	23.5
6	13.0	23.8	20.6	19.9	19.3
7	14.0	16.7	14.9	14.5	15.0
8	17.4	12.6	17.9	8.4	14.1

The rank order of the empirical difficulties corresponded closely to the predicted difficulties. Spearman rank order correlation coefficients were .88, .93, .88, and .98 for the four subject matter areas SS, LA, NF, and FI respectively. The average difficulty across passages was in perfect agreement with the averages of the predicted difficulties. The thirty-two tests were combined into one set without reference to subject matter area and their empirical and predicted difficulties were correlated by the Pearson Product Moment method. The correlation coefficient was found to be .90. The magnitudes of the empirical difficulties were much lower than those of the predicted difficulties. This was to be expected, of course, since the subjects in the original calibration study were college sophomores and those of the present study were fourth and fifth grade students. The high rank order agreements shown by the various correlation coefficients demonstrated the usefulness of the predicted difficulties if they are considered as index numbers of difficulty rather than as actual predictions.

It was indicated earlier that both teachers and students generally found the cloze tests to be distasteful. Both groups felt that the task was too difficult even though it was explained that no one could fill in all the blanks of a test correctly. High ability students, who had high expectations for themselves were particularly frustrated by them. As the testing progressed it became increasingly necessary for teachers to employ high levels of persuasion and sometimes coercion to get students to work on the tests. Similar experiences with the administration of several cloze tests to elementary school students

were reported by Olson (1973). It was decided, therefore, to produce multiple choice versions of the tests in order to facilitate data gathering in future studies. The study discussed below describes the initial efforts in the construction of these tests.

B. Study 2

Subjects: The subjects for this study were 238 fourth, fifth, and sixth grade students from nine intact classes in two university laboratory schools. Six classes, two in each grade were from the Developmental Research School of the Florida State University and three classes, one in each grade, were from the laboratory school of the Florida Agricultural and Mechanical University.

Tests: Each of the thirty-two cloze tests used in the preceding study was converted to a twelve item multiple choice cloze test. The difference between the two is that the words deleted in a cloze test are filled in by the subjects' unrestricted guesses while the words deleted in the multiple choice version are filled in by the subjects' selections from four possible choices. When feasible, words which had been deleted in the cloze tests were used, and plausible but demonstrably incorrect answers given by subjects in the first study were used as alternate choices. Few items were constructed in which the deleted word was a connector; most were content words, and the distractors were almost always chosen to be grammatically correct. In addition, the distractors were designed to be semantically correct

within the context of a few words on either side of the blank but to be demonstrably incorrect in the larger context of the entire passage or occasionally in the context of general experience. It was believed that items of this type would best measure comprehension when it is considered as a two stage process of "(a) apprehension of linguistic information, and (b) relating that information to wider context" (Carroll, 1972, p. 13). That the wider context could be greater than the passage itself was justified on the basis that "what one is capable of taking away from messages will depend upon the level of knowledge that the listener or reader already possesses. The depth to which one understands a passage may be intimately related to what one already knows." (K. S. Goodman cited in Carroll, 1972, p. 26). Diligent efforts were made not to introduce extraneous difficulty into the task by constructing hard items for easy passages and vice versa. Items were used only when the deleted word and the distractors appeared to be representative of the entire passage.

The eight tests in each subject matter area were assembled into two booklets. Booklet 1 contained tests 1, 3, 5, 7 and booklet 2 contained tests 2, 4, 6, 8 where the numbers 1-8 refer to passages ranging from easy to hard in terms of predicted difficulty. The test booklets for all four subject areas were combined into sets of eight booklets and four sets were prepared for each classroom.

Procedure: The tests were administered by the investigator and two

graduate research assistants. Test booklets were distributed serially to the students with the precaution taken that students sitting near each other would not have the same booklet. Testing was limited to only one time period of approximately thirty minutes. Each student took the tests in only one booklet and all eight booklets were used in each class. Approximately thirty students received each test. The directions given students for taking the test are shown in appendix 1. No testing time limit was set but almost all students finished within twenty-five minutes.

Results: A separate item analysis was conducted on the items in each of the eight booklets. The number of items the student answered correctly in all four tests was the total score, and point bi-serial correlations for each alternate for each item were computed with it. The basis for item revision was a point bi-serial correlation for a wrong alternate that was higher than that of the correct alternate. Most of the tests had only one or two items that required revision.

The percentage of items answered correctly by the students was computed for each test. The results for the eight tests in each subject area and the average percentage across subject areas are shown in Table 19.

Table 19

Percentage of Items Answered Correctly for Eight Multiple Choice Cloze Tests Varying in Predicted Difficulty in Each of Four Subject Matter Areas (Study 2)

Passage	Social Studies	Language Arts	Non-Fiction	Fiction	Average
1	77.3	90.8	85.4	79.6	83.3
2	80.3	70.3	79.8	79.3	77.4
3	74.2	71.9	67.0	76.2	72.3
4	72.2	49.4	71.2	55.1	62.0
5	44.6	45.0	61.0	66.7	54.3
6	51.4	48.6	52.9	51.1	51.0
7	47.2	43.6	37.2	39.3	41.8
8	32.5	27.5	32.5	29.6	30.5

As in Study 1 the rank order of the empirical difficulties was closely related to the rank order of the predicted difficulties. The Spearman rank order correlations for the four subject areas were as follows: Social Studies .91, Language Arts .95, Non-Fiction .98, and Fiction .98. Again, the rank order of the difficulties averaged over passages was in perfect agreement with the order of predicted difficulties.

The thirty-two passages were next considered as one set without regard to subject matter area and their empirical difficulties were correlated with the predicted ones and with the empirical difficulties found for their cloze versions. The first correlation was .95 and the second was .85. The high correlation with predicted difficulty and the somewhat lower one with difficulties from the cloze versions were probably due to the superior testing conditions under which the multiple choice cloze tests were given and the greater motivation and cooperativeness of the students who took that version.

The comparability of cloze and comprehension test scores has been studied by a number of investigators. Mork (1971) summarized five of these studies and reported that cloze restoration percentages that ranged from thirty-seven to forty-seven had been found comparable to the seventy-five percent comprehension level. A range in cloze restoration percentages of fifty-two to sixty-one had been found for the ninety percent comprehension level. Regression equations for predicting passage multiple choice percentages from passage cloze restoration percentages and vice versa were constructed from the data obtained from the thirty-two passages. The equations for predicting multiple choice percentages (mean = 59.07, S.D. = 18.09) from cloze restoration percentages (mean = 27.44, S.D. = 12.12) was $\hat{Y} = 24.245 + 1.296X$. Cloze percentages of forty and fifty-two gave predicted multiple choice values of seventy-five and ninety respectively. The equation for predicting cloze restoration percentages from multiple choice percentages was $\hat{Y} = .569 - 6.170X$. Multiple choice percentages of seventy-five and ninety yielded predicted cloze percentages of thirty-seven and forty-five respectively. These results are in good agreement with the published ones except that the cloze percentage predicted from the ninety percent multiple choice score is considerably lower than any of the others previously reported.

C. Study 3

Subjects: The subjects for this study were approximately 700 fourth, fifth, and sixth grade students in 26 public school classrooms. There were ten classes of sixth grade students from one middle school and eight classes (four fourth grades and four fifth grades) in each of two elementary schools. Great variability in reading ability was present in all schools. Complete data were obtained on 661 students.

Tests: The thirty-two multiple choice cloze tests revised on the basis of the item analyses reported in Study 2 were used in this study. The STEP II, level 4, form A reading test was also used.

Procedure: As in the preceding study, the eight tests in each subject matter area were assembled into two booklets. Booklet 1 contained tests 1, 3, 5, 7 and booklet 2 contained 2, 4, 6, 8. Booklet 1's for all four subject areas were combined into sets of four booklets, and eight of these sets were prepared for each classroom. The same procedure was followed for booklet 2.

One testing session on each of three separate consecutive school days was conducted for the classes in each grade in the elementary schools. One "team" of five sixth grade classes was administered the tests in three sessions, and then the next "team" of five classes was tested. All tests were administered by one substitute teacher who was thoroughly trained in their administration. The STEP reading test was given on the first day; standard procedures as outlined in the test manual were followed. On the second day the students received

booklet 1 of the multiple choice cloze tests. These booklets were distributed serially to students with the restriction that adjacent students should not have booklets in the same subject area. The directions were the same as in the preceding study and are shown in appendix 1. After the session was finished the booklets were collected and used for assigning the second booklet so that each student would receive booklet 2 in the same subject matter area as his first booklet. On the third day booklets were distributed according to this previous assignment. Standard instructions omitting the sample test were used. The last two sessions were untimed but most students completed work in twenty to twenty-five minutes.

Results: The percentage of items answered correctly by the students was computed for each test. The results are shown in table 20.

Table 20

Percentage of Items Answered Correctly for Eight Multiple Choice Cloze Tests Varying in Predicted Difficulty in Each of Four Subject Matter Areas (Study 3)

Passage	Social Studies	Language Arts	Non-Fiction	Fiction	Average
1	78.4	85.8	80.4	83.3	81.9
2	81.8	73.5	77.9	82.1	78.8
3	71.8	71.6	64.4	73.5	70.3
4	66.5	57.3	67.7	59.3	62.8
5	51.7	50.3	59.0	60.7	55.3
6	52.3	54.3	50.8	48.9	51.7
7	53.7	41.1	47.6	38.8	45.5
8	38.8	32.3	33.9	32.7	34.5

High rank order agreements between empirical and predicted difficulties are shown for each subject matter area by the following Spearman rank order correlation coefficients: Social Studies .88, Language Arts .98, Non-Fiction .98, and Fiction .98. The Pearson Product Moment correlation between the empirical difficulties of the thirty-two tests taken together and their predicted difficulties was .97.

IV. Scalability of the Multiple Choice Cloze Tests

As Carroll (1971) indicated, one of the major requirements for a system such as the one developed in this research is that it must be capable of locating a student at a point on a reading difficulty continuum so that one can be confident that he can read, at a specified level of comprehension, materials at and below the point but not above it. In the current project there were for each of four subject matter areas eight tests (passages) ordered in predicted difficulty. This chapter reports the results of attempts to locate students on the difficulty continuum formed by these passages. The subjects used in this part of the research were the 661 fourth, fifth, and sixth grade students previously described in Chapter III, Study 3.

A. Development of Scale Scores

In order to develop a scale which would accurately place a student on the reading difficulty continuum, it was necessary to set a standard or criterion of performance for the multiple choice cloze tests which would specify that he could or could not read at a given level of comprehension materials of a given difficulty level.

Traditionally, reading specialists have specified that students must be able to answer seventy-five percent of questions asked about a passage he has read for it to be at his "instructional level". Failure to meet this criterion placed the material at the student's "frustration level" and it was said to be too difficult for him. This "tradition" was followed in the present research because no empirical results indicating the comprehension levels necessary for various reading purposes were available.

Thus, if a student answered correctly at least nine of twelve items on a certain passage, he reached the seventy-five percent criterion and was given a score of one; if he gave fewer than nine correct answers, he received a score of zero. Since each student took a set of eight cloze tests, his scale score for the set could fall anywhere from zero, indicating failure to reach the criterion on any passage, to eight, indicating that the criterion was reached on every passage.

Questions traditionally asked of students in order to judge their comprehension of passages were conjectured to be concerned primarily with factual content or verbal knowledge. Because many of the items contained in the modified cloze tests were believed to require higher order inferential processes, it was decided that the seventy-five percent criterion might be unrealistically high. Therefore, the data were also scored using seven correct choices (approximately sixty percent) as evidence of satisfactory comprehension. All analyses were performed on both comprehension level scores. The last section of this chapter presents an investigation of the extent to which the two criteria are in agreement with teacher judgments of students' abilities to read textbooks assigned to them.

B. Analysis and Results

It is possible for a scale score to define a position on a unidimensional continuum of reading difficulty only if it can be demonstrated that this score means that certain passages can be successfully read while others cannot. This can best be done if the test passages form a cumulative or Guttman-like scale; that is,

one where scale scores of 1, 4, and 7, for example, indicate the following score vectors:

1 0 0 0 0 0 0 0
1 1 1 1 0 0 0 0
1 1 1 1 1 1 1 0

Thus a scale score of 4 would indicate that a student could read materials at the fourth level and all levels below; similarly a 7 would indicate that a student could read all materials except those at the highest level.

In order to determine the extent to which data from this project demonstrated this kind of scalability, they were analyzed in two ways. First, tables were constructed to show the percentages of students at each scale score level who passed each passage test. Table 21 shows the results for the sixty percent comprehension level and table 22 shows results for the seventy-five percent level. The second analysis involved fitting the data to the probabilistic latent trait model devised by Rasch (see Angoff, 1971). This model assumes that the probability of a correct response is determined by the ability of the subject and the difficulty of the item (in this case the passage test). Tables were constructed from the model which show for any scale score the probability of getting a score of 1 on any passage test. Table 23 gives these probabilities for the sixty percent comprehension level and table 24 shows them for the seventy-five percent level.

Both sets of tables indicate that the scale scores are capable of reproducing the score vectors with considerable accuracy. Ideally, the tables should contain ones (or one hundreds) in the principal

diagonal and all cells above it and zeros in all cells below. Such a situation would indicate perfect scalability of the tests. Failure to achieve this perfection might indicate that the tests were not unidimensional, i.e., factors other than reading difficulty could enter into the determination of the student's performance. An additional cause could be unreliability of individual passage tests, and a third cause could be a certain amount of variation due to the fact that reading difficulty is determined by a good many separate factors which, while they usually vary more or less together with regard to increases in difficulty, may sometimes occur unevenly in a given passage. Difficult vocabulary, for instance, is usually found in passages of relatively complex construction, but sometimes it does happen that passages of great grammatical simplicity may incorporate a number of quite difficult words. These considerations not withstanding, the tables indicated that considerable scalability existed in the passages and that a given scale score was highly indicative of success on passages at lower levels of difficulty and quite indicative of success at the the passage level indicated by the score itself. Similarly, the tables indicated a low probability of success on passages higher in reading difficulty than that represented by the scale score.

One attempt to improve the scalability of the scores was made. The internal consistency reliability estimates (KR-20) of the scale scores were found to be .84 for the sixty percent and .83 for the seventy-five percent comprehension level criteria. It was felt that if these reliabilities could be improved by "smoothing" the score vectors, greater scalability might result.

Table 21

Percentages of Subjects at Each Score Level Who Reached the Sixty Percent Comprehension Criterion on Each Passage Test

	Score*							
Passage	1	2	3	4	5	6	7	Total
1	67	93	99	100	100	99	100	96
2	27	52	94	94	100	100	100	86
3	2	40	65	88	94	99	100	76
4	2	7	18	63	87	99	100	62
5	0	3	14	29	61	82	99	50
6	2	2	7	14	36	79	94	41
7	0	3	1	13	15	32	86	26
8	0	0	1	0	6	9	21	7
N	52	58	72	72	85	107	98	

*Forty subjects had scores of 0; Seventy-seven had scores of 8.

Table 22

Percentages of Subjects at Each Score Level Who Reached the Seventy-Five Percent Comprehension Criterion on Each Passage Test

	Score*							
Passage	1	2	3	4	5	6	7	Total
1	65	96	96	98	100	98	100	92
2	30	73	95	99	99	100	100	83
3	4	21	72	88	95	98	100	65
4	0	7	31	68	87	96	98	50
5	0	3	4	26	65	94	96	33
6	0	0	1	17	33	76	94	24
7	0	0	1	5	19	28	81	15
8	0	0	0	0	1	9	24	3
N	92	75	106	88	84	54	50	

*Ninety-one subjects had scores of 0; Twenty-one had scores of 8

Table 23

Probability of Reaching the Sixty Percent Comprehension
Level Criterion on Any Passage Test
Given a Certain Score Level

	Score*						
Passage	1	2	3	4	5	6	7
1	.52	.86	.97	.99	1.00	1.00	1.00
2	.16	.53	.83	.95	.98	1.00	1.00
3	.06	.26	.61	.85	.95	.99	1.00
4	.02	.09	.29	.60	.83	.95	.99
5	.01	.03	.12	.34	.63	.86	.97
6	.00	.02	.07	.21	.48	.77	.95
7	.00	.01	.02	.08	.22	.51	.86
8	.00	.00	.00	.01	.04	.12	.44

*Forty subjects had scores of 0; Seventy-seven had scores of 8

Table 24

Probability of Reaching the Seventy-Five Percent Comprehension
Level Criterion on Any Passage Test
Given a Certain Score Level

	Score*						
Passage	1	2	3	4	5	6	7
1	.46	.85	.97	.99	.99	1.00	1.00
2	.21	.63	.91	.98	.99	.99	1.00
3	.04	.21	.59	.87	.96	.99	.99
4	.01	.07	.29	.64	.88	.97	.99
5	.00	.02	.09	.31	.65	.88	.98
6	.00	.01	.04	.16	.44	.76	.95
7	.00	.00	.01	.06	.21	.51	.87
8	.00	.00	.00	.01	.03	.10	.43

*Ninety-one subjects had scores of 0; Twenty-one had scores of 8

C. Development and Analysis of the Smoothed Scale Scores

The scoring procedure described in the previous section makes each passage test "stand alone" as a psychometric device. That is, if a student is distracted while taking a given passage test or becomes confused by some of its characteristics he may score lower on it than his total performance on all tests would indicate. The scoring method described below allows each individual passage score except the first, to be modified by taking into account the subject's performance on lower level passage tests.

A subject's vector of eight raw scores was converted to a smoothed vector of dichotomous scores in the following way: (1) The first passage was scored one if the number of correct items equalled or exceeded the comprehension criterion; (2) Raw scores (number of items correctly answered) for the first two passage tests were averaged, and if the truncated average reached or exceeded the criterion, the second passage was scored one; (3) The raw score of the third passage was added to the truncated average of the first two and divided by two. If the truncated result reached or exceeded the criterion, the third passage was assigned a score of one; (4) Smoothed scale scores for passage tests 4-8 were determined in the same manner, with the raw score of the passage under consideration being added to the truncated average of the raw scores of all preceeding passages and divided by two. In each case the truncated result was dichotomized according to whether it did or did not reach the criterion, with a score of one being assigned if it did and a zero if it did not; (5) The number of ones in the vector were summed to obtain the individual's smoothed scale score.

Tables 25 and 26 give the percentage of subjects at each smoothed scale score level who passed each passage test at the sixty and seventy-five percent levels respectively. The KR-20 reliabilities for the two scales were .90 and .89. The theoretically maximum KR-20 obtainable for a scale with rectangularly distributed item difficulties is .89 (Stanley, 1971). Thus test-retest estimates of reliability might be even higher than those that were obtained. The smoothed data were not fitted to the Rasch model because the smoothing process produces passage scores that probably violate its local independence assumption. The tables of smoothed scores did indicate that their scalability was probably considerably greater than the raw scale scores.

All of the analyses reported in this chapter combined the data from the four subject matter areas. This was done for two reasons. The first was that the overall percentages of restoration scores or the percentages of items answered correctly that were reported in the three studies of chapter III did not vary greatly from one subject matter area to another. In addition, the rank order of the difficulties of the passages within subject matter areas were rarely in perfect agreement with the predicted difficulty while the average difficulty across subject matter areas was perfectly related to predicted difficulty. The reason for this situation is conjectured to be that any one set of passages, no matter what the subject matter, contains unpredictable sources of error that average out across sets. It was necessary in the development of this interpretive system that passages scale in the predicted order and it was thought that this would not occur if subject matter areas were

considered separately. As a matter of fact, however, the smoothed scale scores would scale as predicted, except in one instance, while the non-smoothed scale scores would not. Tables 27 and 28 show the percentages of subjects who met the comprehension criteria for each subject matter area for smoothed and non-smoothed scale scores respectively.

The second reason for combining the data from all four subject matter areas was purely practical. If teachers and others who might use the system could deal with only one set of prediction tables instead of four its use as well as its construction would be much simpler.

The percentages shown in tables 27 and 28 appear to indicate that the language arts passages may be more difficult than the others. This possibility and its consequences are explored more fully in the next chapter on the construction of the prediction tables.

D. Teacher Judgments of Students' Comprehension

It was indicated previously that because of the nature of some of the test items in the multiple choice cloze tests, the seventy-five percent comprehension level criterion might be unrealistically high in terms of teacher expectations of student reading abilities. Two levels of comprehension, sixty and seventy-five percent, were therefore used as criterion standards in each of the studies thus far described. The present study was undertaken to determine which of these two criteria most closely agreed with teacher perceptions of student abilities to read textbooks assigned to them.

Table 25

Percentages of Subjects at Each Smoothed Scale Score Level Who Reached the Sixty Percent Comprehension Criterion on Each Passage Test

	Smoothed Scale Score*							
Passage	1	2	3	4	5	6	7	Total
1	78	97	98	100	100	100	100	91
2	17	89	98	98	100	100	100	87
3	6	9	94	98	100	100	100	82
4	0	6	4	77	98	100	100	72
5	0	0	6	21	75	99	98	64
6	0	0	0	4	20	88	97	56
7	0	0	0	2	7	11	93	45
8	0	0	0	0	0	0	12	30
N	36	35	55	57	55	82	108	

*Fifty-two subjects had scores of 0; One hundred and eighty-one had scores of 8.

Table 26

Percentages of Subjects at Each Smoothed Scale Score Level Who Reached the Seventy-Five Percent Comprehension Criterion on Each Passage Test

	Smoothed Scale Score*							
Passage	1	2	3	4	5	6	7	Total
1	88	100	95	99	100	99	100	80
2	12	98	100	100	99	100	100	73
3	0	2	86	96	100	100	100	62
4	0	0	19	84	96	99	100	51
5	0	0	0	18	77	94	100	39
6	0	0	0	5	21	83	97	29
7	0	0	0	0	6	25	83	19
8	0	0	0	0	1	0	21	11
N	65	56	86	67	83	72	57	

*One hundred and eighteen subjects had scores of 0; fifty-seven had scores of 8.

Table 27

Percentages of Subjects Who Attained Sixty and Seventy-Five Percent Criterion Smoothed Scores for Each Passage in Each of Four Subject Matter Area

	Sixty Percent				Seventy-Five Percent			
Passage	SS	LA	NF	FI	SS	LA	NF	FI
1	89	93	88	93	78	84	73	85
2	86	88	86	87	78	66	69	80
3	82	83	76	84	65	57	57	69
4	77	66	68	75	58	41	55	50
5	63	59	67	69	36	34	44	43
6	57	58	53	57	32	28	30	26
7	53	39	47	38	31	8	24	13
8	37	25	31	24	17	6	9	10
N	176	167	161	157	176	167	161	157

Table 28

Percentages of Subjects Who Attained Sixty and Seventy-Five Percent Criterion Non-Smoothed Scale Scores for Each Passage in Each of Four Subject Matter Areas

	Sixty Percent				Seventy-Five Percent			
Passage	SS	LA	NF	FI	SS	LA	NF	FI
1	89	93	88	93	78	84	73	85
2	86	76	82	87	79	60	74	77
3	79	77	66	78	58	59	45	66
4	71	53	67	61	53	32	55	38
5	44	44	62	61	27	25	33	40
6	48	51	44	40	27	22	24	19
7	49	25	37	20	30	2	19	8
8	25	10	18	18	9	3	4	8
N	176	167	161	157	176	167	161	157

Subjects: The subjects of the study were the 661 students described in Chapter III, study 3, and their twenty-seven teachers.

Procedure: During the time students were being tested their teachers were asked to construct class rosters giving the textbooks that each child was using in reading, language arts, and social studies. In addition teachers were asked to indicate whether they judged each of the assigned textbooks to be too easy, about right, or too hard for each student. Difficulty ranges (see Chapter II, Part One and Chapter VI, Part Two) were obtained for as many of the textbooks as possible. However, some text materials were not available and in some instances teachers did not identify books accurately enough for assurance in designating their difficulty ranges.

Two nine by three tables, one for each comprehension level criterion, were constructed for each book with rows representing smoothed scale scores and columns indicating teacher judgments. Cross-tabulation of all students assigned to each book were made. The smoothed scale scores were then divided according to the upper limit of the book's difficulty range and the rows were collapsed into two categories - "about right", and "too hard". If, for example, a book's range was C-E the smoothed scale scores were divided at score level four. The "too hard" category was composed of scores one through four and the "about right" category was made up of scores five through eight. Only a few teachers ever used the too easy category therefore those ratings were combined with the "about right" ones. The two by two tables for books of varying

difficulty ranges and grade levels showed similar patterns of distributions and were combined. Patterns of distribution for the three subject matter areas seemed sufficiently different to warrant presenting them separately.

Results: Table 29 shows the results of the tabulations separately by subject matter and comprehension level criterion but collapsed over book difficulty and grade level. These results clearly indicate that smoothed scale scores based on the sixty percent comprehension level criterion are in better agreement with teacher judgments of how well students can read textbooks assigned to them than are scale scores based on the seventy-five percent criterion. Obviously, the results do not indicate that the sixty percent criterion is "better" than the seventy-five percent criterion. They do however give rise to a number of highly important questions related to the study of instruction and measurement of reading: Can most currently accepted educational objectives be attained by students whose comprehension of most of the instructional materials they use is below the seventy-five percent level? If so, what is the optimum comprehension level? If not, what additional information and procedures are necessary to bring teacher perceptions and predictions, student abilities, and instructional materials into the relationship necessary for optimal achievement? Are different comprehension levels necessary for reaching educational objectives in different subject matter areas? Are teachers aware that questions calling only for factual recall of material require a lower level of comprehension than those calling for inferences and do they make use of this awareness in testing their students' achievement levels?

Table 29

Percentages of Agreement of Teacher Judgment of Students' Comprehension of Textbooks and their Tested Comprehension Levels of Sixty and Seventy-Five Percent

Reading (N = 403)

Test	Sixty Percent Teacher		Seventy-Five Percent Teacher	
	About right	Too hard	About right	Too hard
About right	71	3	45	1
Too hard	17	8	44	11

Language Arts (N = 358)

Test	Sixty Percent Teacher		Seventy-Five Percent Teacher	
	About right	Too hard	About right	Too hard
About right	70	6	49	2
Too hard	13	11	34	15

Social Studies (N = 488)

Test	Sixty Percent Teacher		Seventy-Five Percent Teacher	
	About right	Too hard	About right	Too hard
About right	50	7	25	1
Too hard	19	24	44	30

Answers to these and many other pertinent questions await the results of further research. It appears likely, though, that the attainment of certain kinds of educational objectives will be found to require the ability to read at a higher level of comprehension than will the attainment of certain others. Interest in this problem is becoming fairly widespread among educational researchers.

Recently Bormuth (1971) conducted a series of studies which he published collectively under the title Development of Standards of Readability: Toward a Rational Criterion of Passage Performance. In these studies he took into account student information gains, their rates of reading, their willingness to study, their preferences for subject matter, style and level of difficulty and teacher ratings of the importance of these variables. His analytic procedures included several data transformations and the fitting of eighth degree polynomial curves. He established separate comprehension criteria for grades three through twelve for each of three kinds of reading: Textbook, reference, and voluntary. The criteria were in terms of cloze restoration percentages and ranged, for grades four through six, from fifty-two to fifty-eight. According to research summarized by Mork (1971), restoration percentages of this magnitude approximate the ninety percent comprehension level. Bormuth's results thus argue for a criterion higher than the seventy-five percent level instead of one lower.

In contrast to the preoccupation with the problem of what kinds of material are too hard for students, little attention has been paid to the idea that using materials too easy for students may also prevent their learning at a optimal level.

It is interesting that teachers in the present study rarely indicated that a book was too easy for a student in spite of the fact that many students with scale scores of seven or eight (comparable to difficulty levels G and H) were assigned books whose difficulty range did not exceed level E. It may be that teachers assume that students like and learn from easy materials, or it may be that since there is probably little to be learned from "too easy" material, the affected students may simply do well on class work and tests without any new learning taking place and with the teacher being unaware that this is the case. Two of Bormuth's studies have bearing on this point. One (1971) indicated that students preferred materials that they perceived to be of appropriate difficulty for them and that their preference ratings decreased sharply as they perceived materials to be too easy or too hard. The other (Bormuth, 1969) found that students gained the greatest amount of information from reading materials on which they obtained cloze restoration percentage scores that ranged from thirty-seven to fifty-seven (approximately seventy-five to ninety percent comprehension). So when affective as well as cognitive domains are considered, it becomes apparent that if these results are born out by further research, optimum outcomes can be obtained only by assigning students materials that lie in a fairly narrow range of reading difficulty. Thus, it may be that materials can be too easy for optimal learning almost as often as they are too hard.

Users of the prediction tables given in Part I of this study will have to make subjective judgments on the question of which materials might be too easy for a given student or group of students. It is

hoped that further research will allow considerable refinement of the tables in this respect within the near future.

An inspection of table 29 indicates that these data apparently reflect a number of instructional problems such as those mentioned above. The seeming acceptance by teachers of a sixty percent comprehension level as adequate in reading and language arts may be related to the idea that both instead of only one of these areas are concerned primarily with the teaching of reading as an academic skill and therefore require a reasonably wide gap between what is known and what is to be learned. For social studies, however, reading may be viewed as only a skill to be used in learning content material, not one to be taught as such; thus, a much higher level of comprehension is called for. Also, it is probable that teacher judgments that most students are assigned materials in reading and language arts that are "about right" while a smaller percentage are thus designated in social studies is in part a result of the availability of a much wider variety of textbooks and other material in the first two areas than in the third. For reading instruction a teacher can almost always find suitable material for a student at almost any level; for social studies, though, there is a much more limited range.

V. Development of the Prediction Tables

This chapter describes the construction of the prediction tables given in Part One of this report. These tables are the "heart" of the system in that they translate reading test scores into statements about the probabilities of success students will have with books of certain predicted reading difficulty levels. The preceding chapter described the methods of locating students on the predicted difficulty continuum.

The subjects used in the prediction study were the 661 fourth, fifth and sixth grade students described in study 3 in Chapter III. Preliminary studies of relationships between STEP total reading scores and the raw and smoothed scale scores by subject matter area and grade level are presented first; then the actual construction of the tables is detailed.

A. Preliminary Analyses

Preliminary studies were undertaken to determine the degree of relationship between the STEP and the non-smoothed and smoothed scale scores in order to decide which of them to use in developing the prediction tables. In addition, the STEP-scale score relationships were studied within each subject matter area and within each grade level to determine whether separate tables would have to be constructed for them or whether one set of tables would suffice for all subject areas and grades.

Tables 30 and 31 present means, standard deviations, correlations with STEP and sample sizes for the subject matter areas separately and combined and for non-smoothed and smoothed scale scores respectively. In addition, table 30 gives the means and standard deviations for STEP raw scores. Results for both the sixty and seventy-five percent comprehension levels are given in the tables.

Table 30

Means, Standard Deviations, and Correlations with STEP for Subject Matter Areas Separately and Combined for Raw Scale Scores at Both Sixty and Seventy-Five Percent Comprehension Levels

	Subject Matter Areas				
Sixty Percent Level	SS	LA	NF	FI	All Areas
Mean	4.91	4.30	4.61	4.57	4.60
S.D.	2.56	2.19	2.56	2.21	2.40
Correlation with STEP	.85	.85	.87	.87	.85
Seventy-Five Percent Level					
Mean	3.60	2.88	3.27	3.39	3.29
S.D.	2.47	2.00	2.43	2.14	2.28
Correlation with STEP	.85	.87	.88	.84	.85
STEP Mean	35.04	34.55	33.14	33.29	34.04
STEP Standard Deviation	13.28	13.29	14.35	13.34	13.56
Sample Size	176	167	161	157	661

Table 31

Means, Standard Deviations, and Correlations with STEP for Subject Matter Areas Separately and Combined for Smoothed Scale Scores at Both Sixty and Seventy-Five Percent Comprehension Levels

	Subject Matter Areas				
Sixty Percent Level	SS	LA	NF	FI	All Areas
Mean	5.44	5.12	5.16	5.27	5.25
S.D.	2.74	2.53	2.79	2.45	2.63
Correlation with STEP	.84	.84	.84	.86	.84
Seventy-Five Percent Level					
Mean	3.94	3.24	3.61	3.76	3.64
S.D.	2.76	2.41	2.78	2.41	2.61
Correlation with STEP	.87	.87	.87	.82	.85
Sample Size	176	167	161	157	661

The results showed that the correlations between STEP and non-smoothed and smoothed scale scores were highly similar although the smoothed scale score means and standard deviations were consistently higher than those of the non-smoothed scale scores.

They are also comparable to the correlation of .83 found in study 1 between the STEP and scale scores obtained from the cloze tests. In that study a restoration percentage of thirty-six was used as the comprehension level criterion.

The reliabilities of the smoothed scale scores were higher than the non-smoothed scale scores, and their scalabilities also appeared

to be higher. Therefore, it was decided to use the smoothed scale scores in constructing the prediction tables. All additional analyses were performed on these scores.

For the scalability analyses described in the preceding chapter subject matter areas were combined partly for convenience but also because better scalability was present in the combined data. The analyses presented below were undertaken to determine the extent to which the regression of the smoothed scale scores on STEP were similar for the four subject matter areas. Non-standard analyses of covariance that tested the hypotheses of no difference between intercepts and between regression coefficients in the four subject matter areas were performed. The smoothed scale score was the dependent variable and STEP was the covariate. Table 32 gives the regression equations for each area and for the four areas combined.

Table 32

Regression Equations for Predicting Smoothed Scale Scores from STEP for Four Subject Areas and Their Combination for the Sixty and Seventy-Five Percent Comprehension Criteria

	Sixty Percent		Seventy-Five Percent	
	Intercept	Regression Coefficient	Intercept	Regression Coefficient
SS	-.640	.173	-2.368	.180
LA	-.433	.161	-2.238	.159
NF	-.275	.164	-1.996	.169
FI	.021	.158	-1.170	.148
All Areas	-.299	.163	-1.929	.164

The hypotheses of no differences could not be rejected for the smoothed scale scores based on the sixty percent comprehension criterion. F-ratios were .85 and .71 (df = 3,653) for tests of intercepts and regression coefficients respectively. Both hypotheses of no differences were rejected at the .05 level for the smoothed scale scores based on the seventy-five percent criterion. The F-ratios were 3.53 for the tests of intercepts and 3.12 for regression coefficients. Degrees of freedom for both tests were the same as those given above.

In order to determine the nature of the differences, predicted smoothed scale scores for seventy-five percent comprehension were computed for ten STEP scores that encompassed its range. These predicted scores are shown in table 33. From about the middle of the STEP score range upward the predicted scores for Language Arts were about one score level lower than those for the other areas. The first two or three predicted scores for fiction were somewhat higher than those for the other areas. These differences did not seem serious enough to warrant the construction of separate prediction tables for each subject matter area although future research may indicate the desirability for such refinement. It may be that any materials giving explicit instruction such as directions, definitions, etc. are more difficult to comprehend than expository or narrative materials of the same predicted difficulty.

Table 33

Predicted Smoothed Scale Scores (Seventy-Five Percent Comprehension Level) for Ten STEP Scores by Subject Matter Areas

STEP Score	Predicted Scale Scores				
	Social Studies	Language Arts	Non-Fiction	Fiction	All Areas
6	-.57	-1.29	-.99	-.28	-.95
12	-.19	- .34	.03	.61	.04
18	.87	.62	1.05	1.49	1.02
24	1.95	1.58	2.06	2.38	2.01
30	3.03	2.52	3.07	3.27	2.99
36	4.11	3.38	4.12	4.16	3.98
42	5.19	4.42	5.10	5.05	4.96
48	6.27	5.39	6.12	5.93	5.94
54	7.35	6.35	7.13	6.83	6.73
60	8.43	7.27	8.15	7.71	7.91

The last preliminary study made before the prediction tables were constructed investigated grade level differences in the relationship between STEP and the smoothed scale scores. Table 34 shows the means, standard deviations, correlations with STEP and regression equations of the smoothed scale scores for each grade level. The regression equations for smoothed scale scores computed for the seventy-five percent comprehension criterion were very similar for the three grade levels. Predicted scale scores for each grade rounded to the same score level throughout the entire STEP score range and all agreed with the predicted scores produced by the equation with all subject areas and grades (see table 33) combined. The regression equations for scores computed for the sixty percent criterion did not agree as closely for

the three grade levels. The sixth grade equation was somewhat "flatter" than the other two, which lead to slightly higher predictions at low STEP score levels and slightly lower predictions at the upper end. No formal statistical analyses were made of these equations but it is likely that both intercepts and regression coefficients for sixty percent level scores would be significantly different. These differences were quite small, and it was felt that, at least for the present version of the system, more was to be gained by keeping the number of prediction tables to a minimum than by achieving slightly greater precision at the cost of doubling the number of tables.

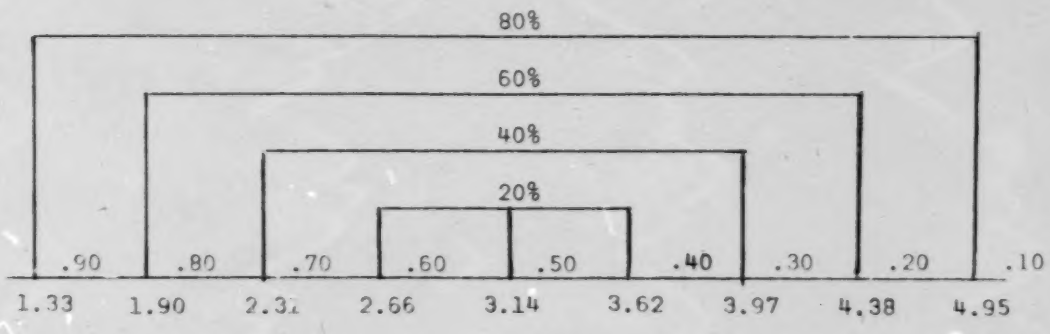
Table 34

Means, Standard Deviations, Correlations with STEP and Regression Equations by Grade Level for Smoothed Scale Scores at Both Sixty and Seventy-Five Percent Comprehension Levels

	Sixty Percent			Seventy-Five Percent		
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth
Mean	4.34	5.20	6.06	2.59	3.58	4.58
S.D.	2.59	2.72	2.31	2.25	2.60	2.56
Correlation with STEP	.81	.86	.82	.83	.86	.82
Intercept	- .718	- .538	.278	-1.915	-1.901	-1.790
Regression Coefficient	.178	.172	.147	.158	.164	.162
Sample Size	194	236	231	194	236	231

B. Construction of the Prediction Tables

The regression equations for predicting smoothed scale scores at both comprehension levels that were computed from the total sample (N = 661) were used in constructing the prediction tables. STEP scores were divided into three point raw score intervals, and a set of four tolerance intervals (Miller, 1967) about the predicted score was computed for the lowest STEP score in each raw score interval. In this application of tolerance intervals, scores at a given raw score interval defined a separate population of students. The actual number of scores at that interval was a sample of that population. A tolerance interval about a predicted score enclosed at least a certain, central proportion of the population. For example, a STEP score of 31 yielded a predicted smoothed scale score (seventy-five percent comprehension level) of 3.14. Of the population of people who had scores of 31, half were predicted to make scale scores equal to or greater than 3.14 and half were expected to make scores below that number. The following diagram shows the 20, 40, 60, and 80 percent tolerance intervals about the predicted score.



The diagram supplies information for the following kinds of statements, which can be made with ninety-five percent confidence: At least ninety percent of the population of individuals with STEP scores of 31 will have smoothed scale scores equal to or greater than 1.33, at least thirty percent of the population will have smoothed scale scores that equal or exceed 3.97, and at least twenty percent of this population will have smoothed scale scores between 2.66 and 3.62. Tables 35 and 36 show the proportions of the population at the lowest STEP score in each interval predicted to equal or exceed the tabled smoothed scale scores. The tabled score values were truncated and the resulting eight values were converted to the corresponding letters A through H with predicted score values greater than eight also being assigned the letter H. The nine columns were reduced to five by combining .90 and .80, .70 and .60, .40 and .30, and .20 and .10. In the prediction tables the five columns were headed yes, probably, 50-50, improbable, and no, respectively. The truncating process and the use of the lowest STEP score for determining the predicted values for the interval were conservative procedures which helped assure that the predictions made in the tables were not over estimates. The resulting prediction tables were numbered 1 and 2 and are presented in Part One of this report.

Tables 3 through 14 in Part One give predictions from the remaining six standardized reading tests. They were constructed through the use of the equivalency tables provided in the "Anchor Test Study" (Loret, Seder, Bianchini, and Vale, 1973). These tables made it possible to determine with great accuracy what score a student would achieve on one

Table 35

Proportions of the Population at the Lowest STEP Score in Each Interval Predicted to Equal or Exceed the Tabled Smoothed Scale Scores (Sixty Percent Level)

	Proportion								
STEP	.90	.80	.70	.60	.50	.40	.30	.20	.10
58-60	7.16	7.75	8.17	8.53	9.18	9.82	10.18	10.61	11.20
55-57	6.69	7.28	7.71	8.07	8.68	9.30	9.66	10.09	10.68
52-54	6.23	6.82	7.24	7.61	8.19	8.78	9.14	9.57	10.16
49-51	5.76	6.35	6.78	7.14	7.70	8.26	8.63	9.05	9.64
46-48	5.29	5.88	6.31	6.67	7.21	7.75	8.11	8.54	9.13
43-45	4.82	5.41	5.84	6.20	6.72	7.24	7.60	8.02	8.61
40-42	4.35	4.94	5.36	5.72	6.23	6.73	7.09	7.52	8.11
37-39	3.87	4.45	4.88	5.24	5.73	6.23	6.59	7.01	7.60
34-36	3.38	3.97	4.39	4.76	5.24	5.73	6.09	6.52	7.11
31-33	2.88	3.47	3.90	4.26	4.75	5.24	5.61	6.03	6.62
28-30	2.38	2.97	3.39	3.76	4.26	4.76	5.13	5.55	6.14
25-27	1.87	2.46	2.89	3.25	3.77	4.29	4.65	5.08	5.67
22-24	1.36	1.95	2.38	2.74	3.28	3.82	4.18	4.60	5.19
19-21	.85	1.44	1.86	2.22	2.79	3.35	3.71	4.14	4.73
16-18	.33	.92	1.34	1.71	2.29	2.88	3.25	3.67	4.26
13-15	.00	.40	.83	1.19	1.80	2.42	2.78	3.21	3.80
10-12	.00	.00	.31	.67	1.31	1.95	2.32	2.74	3.33
7-9	.00	.00	.00	.15	.82	1.49	1.86	2.[illegible]	2.87
4-6	.00	.00	.00	.00	.33	1.03	1.39	1.[illegible]	2.41
1-3	.00	.00	.00	.00	.00	.57	.93	1.[illegible]	1.95

Table 36

Proportions of the Population at the Lowest STEP Score in Each Interval Predicted to Equal or Exceed the Tabled Smoothed Scale Scores (Seventy-Five Percent Level)

	Proportion								
STEP	.90	.80	.70	.60	.50	.40	.30	.20	.10
58-60	5.61	6.18	6.59	6.94	7.57	8.19	8.54	8.95	9.52
55-57	5.15	5.72	6.13	6.48	7.08	7.67	8.02	8.43	9.00
52-54	4.68	5.25	5.66	6.01	6.58	7.15	7.50	7.91	8.49
49-51	4.21	4.78	5.20	5.55	6.09	6.63	6.99	7.40	7.97
46-48	3.74	4.32	4.73	5.08	5.60	6.12	6.47	6.88	7.45
43-45	3.27	3.84	4.25	4.61	5.11	5.61	5.96	6.37	6.94
40-42	2.80	3.37	3.78	4.13	4.62	5.10	5.45	5.87	6.44
37-39	2.31	2.88	3.30	3.65	4.12	4.60	4.95	5.36	5.93
34-36	1.83	2.40	2.81	3.16	3.63	4.11	4.46	4.87	5.44
31-33	1.33	1.90	2.31	2.66	3.14	3.62	3.97	4.38	4.95
28-30	.83	1.40	1.81	2.16	2.65	3.14	3.49	3.90	4.47
25-27	.32	.89	1.30	1.65	2.16	2.66	3.01	3.42	3.99
22-24	.00	.38	.79	1.14	1.66	2.19	2.54	2.95	3.52
19-21	.00	.00	.28	.63	1.17	1.72	2.07	2.48	3.05
16-18	.00	.00	.00	.11	.68	1.25	1.60	2.01	2.58
13-15	.00	.00	.00	.00	.19	.78	1.14	1.55	2.12
10-12	.00	.00	.00	.00	.00	.32	.67	1.08	1.65
7-9	.00	.00	.00	.00	.00	.00	.21	.62	1.19
4-6	.00	.00	.00	.00	.00	.00	.00	.16	.73
1-3	.00	.00	.00	.00	.00	.00	.00	.00	.27

of the reading tests, given his score on another of them. Thus, it was possible to use the equivalency tables to determine, for instance, what reading scores on the Iowa Test of Basic Skills were equivalent to those of the STEP. These scores were then substituted for the scores of the STEP in the tabled intervals.

An important assumption made in the use of tolerance intervals is that the population at each score interval is normally distributed with regard to the score being predicted. Since the overall distributions of the smoothed scale scores tended to be negatively skewed for those based on the sixty percent criterion and positively skewed for those based on the seventy-five percent criterion it was decided to determine whether the assumption was met by the data. Tables 37 and 38 show the distributions of smoothed scale scores at each STEP interval. Mid-range STEP intervals had distributions of smoothed scale scores that appear to meet the normality assumption. STEP intervals at the ends of the range had distributions that were positively or negatively skewed probably because of floor and ceiling effects. It is likely that the assumption of normal distributions in these populations was sufficiently well met to warrant the use of tolerance intervals in constructing the prediction tables.

Table 37

Frequency Distributions of Smoothed Scale Scores
(Sixty Percent Level) for Each STEP Interval

	Smoothed Scale Score									
STEP	0	1	2	3	4	5	6	7	8	Total
58-60									6	6
55-57							1	1	28	30
52-54								2	39	41
49-51						1	2	9	34	46
46-48			1				6	10	35	52
43-45					1	0	5	15	10	31
40-42					1	2	12	17	10	42
37-39				1	4	2	12	11	11	41
34-36		1	0	2	7	4	15	20	4	53
31-33		1	1	2	8	12	9	9	2	44
28-30	2	2	2	6	6	13	11	10	0	52
25-27	1	1	2	8	6	6	3	1	1	29
22-24	3	6	5	9	10	9	4	1		47
19-21	2	4	8	10	6	4	1	2	1	38
16-18	10	6	2	9	5	1	1			34
13-15	17	10	9	6	2	1				45
10-12	13	4	2	2	1					22
7-9	2	1	1							4
4-6	1		2							3
1-3	1									1
Total	52	36	35	55	57	55	82	108	181	661

Table 38

Frequency Distributions of Smoothed Scale Scores
(Seventy-Five Percent Level) for Each STEP Interval

	Smoothed Scale Score									
STEP	0	1	2	3	4	5	6	7	8	Total
58-60							1	1	4	6
55-57					1		5	7	17	30
52-54						1	8	12	20	41
49-51		1		1	3	9	9	15	8	46
46-48	1		1	2	2	16	12	14	4	52
43-45			1	5	6	6	6	5	2	31
40-42			2	8	8	13	10	1		42
37-39		4	2	6	5	11	11	1	1	41
34-36	2	2	4	8	17	13	7			53
31-33	2	3	8	16	9	4	1	1		44
28-30	6	8	4	17	7	8	2			52
25-27	4	8	5	8	3	1				29
22-24	16	10	7	9	5					47
19-21	13	13	6	3	1	1			1	38
16-18	17	8	7	2						34
13-15	32	6	7							45
10-12	19	0	2	1						22
7-9	3	1								4
4-6	2	1								3
1-3	1									1
Total	118	65	56	86	67	83	72	57	57	661

VI. Assessing the Reading Difficulty of Instructional and Library Material

In this chapter procedures are given for the selection and analysis of books included in the lists found in Part One of this report. The method for referencing them to the difficulty continuum is also presented.

A procedure for estimating the difficulty levels of books not on the list is given in Part One. The study which forms the basis for this procedure constitutes the last part of this chapter.

A. Development of the Book List

Books for inclusion in the list were taken from two sources. The first was the textbook library of the State of Florida where an attempt was made to obtain all textbooks and supplementary reading materials in language arts (including reading) and social studies for grades one through nine that were listed in State Adopted Textbooks in Florida: A Catalog, 1973-74. Even though the students in the study were from the fourth through sixth grades their grade equivalent scores on standardized reading tests included all levels through ninth; therefore it seemed reasonable to obtain textbooks recommended for all those grades.

Public and school libraries were the second source from which books were obtained. Selection was based on inclusion of titles in the America Heritage Word Frequency Book (Carroll, 1971), which lists books recommended for grades three through nine and used frequently in schools throughout the United States. An attempt was made to get all books

listed in the social studies and language arts sections that had not been included in the first group and also to obtain all books listed in the library fiction and non-fiction categories.

A special collection was composed of all books available in the biography section of a modern elementary school library. These books were not considered texts and did not necessarily appear on the list of books in frequent use. Thus, they constituted a reasonably complete usable listing for this category.

Unfortunately, it was not possible to obtain all of the books from any of the sources. Some books were not readily available, and cost and time limitations prevented acquisition of others. The total sample of books obtained did, however, exceed six hundred.

The procedures for sampling passages from a book in order to estimate its difficulty were as follows: First, the book was divided into three equal parts and a page number in each part was chosen through the use of a table of random numbers. If a page selected in this manner contained non-prose material or if it did not appear to be representative of the difficulty of the total book, i.e., it contained short dialogue, etc., it was rejected and another page chosen. The text sample began with the first paragraph that started on the relevant page and continued through subsequent pages until it encompassed at least ten sentences and at least one hundred and fifty words. The pages were then xeroxed with the beginning and end of the sample marked. These procedures were sometimes violated when samples were being chosen from very easy books which contained only a few words per page. In these instances fewer than one hundred and fifty words were taken although ten sentences were almost always obtained.

The three text samples were key punched on data processing cards, and each was analyzed separately with the computer program. The specifications for data card preparation and a description of the computer procedures appear in appendix 2.

Predicted difficulties of the three samples were averaged to obtain a mean predicted difficulty for each book, and the standard error for each mean was computed. The range of difficulty within each book was taken to be plus or minus one standard error about the mean. Thus, predicted difficulty levels for books were assigned by using the conversion table developed for prediction of difficulties for the test passages:

76 +	A	55 - 61	E
71 - 75	B	50 - 54	F
66 - 70	C	46 - 49	G
62 - 65	D	40 - 45	H

This conversion allowed the difficulty range of a book to be referenced to the reading difficulty continuum defined by the modified cloze tests (see table 17).

The book list was prepared by key punching bibliographic information and the difficulty range for each book on a set of data cards and processing them with computer programs written by Nungester (1974). These programs provided separate listings of the books ordered by author, by title and by difficulty range.

One concern that arose in connection with estimating book difficulty according to the above procedures was the adequacy of taking only three samples per book. Obviously, the more samples taken or the longer the samples the more precise the difficulty estimate will be. Even though the number and length of samples taken did not depart markedly from conventional practice two reliability studies of the estimates were made.

The first one was concerned with textbooks of all kinds. Forty texts for use in grades one through eight in the areas of reading, language, social studies, science and mathematics in the Dallas Independent School District and twenty-one social studies texts for grades three through nine listed in the American Heritage Word Frequency Book were used. Three samples of text containing at least 150 words and ten sentences were randomly selected from the first, middle, and last thirds of each book. Predicted cloze restoration percentage scores were determined for each sample, and an alpha coefficient was computed from the resulting data matrix (3 samples x 61 texts). The coefficient was .91 and the standard error of measurement was 2.45 predicted cloze restoration percentage points.

The second study used one hundred sixty-five of the biography books contained in the book list in Part One. The procedures were the same as those of the first study. The reliability coefficient was .86 and the standard error of measurement was 3.26. The interpretation of these coefficients is that if three additional samples were obtained from each of the books in each study and their difficulties were averaged, the correlation between the mean of the first three samples and the mean of the second three samples would be .91 and .86 for text and biographies respectively. These results appear to indicate that the sampling techniques used were sufficiently precise for estimating book difficulty especially since difficulty range estimates were used.

B. Estimating the Difficulties of Books Not Listed

Chapter III in Part One gives instructions on how to estimate the difficulties of books not on the list. This section reports the study on which those instructions are based. The purpose was to determine the accuracy with which teachers and librarians could be expected to estimate the difficulty of a book by comparing samples of it with standard passages of known difficulty.

Subjects: There were ten subjects in the study. Nine were teachers or graduate students in education with some public school experience. The tenth was a first quarter graduate student in the school of library science.

Materials: Eight standard passages were taken from the thirty-two which had been used as cloze tests. The first passage was from the social studies group and the remaining seven were non-fiction. The eight passages were typed two per page and labeled A through H in ascending order of difficulty. (See Chapter III of Part One)

Test passages were obtained from eight randomly chosen books. Three text samples from each book had been analyzed by the computer program. The samples of four of the books had average difficulties of B, C, F, and G respectively, while samples of two books averaged D and those of the remaining two averaged E.

Each of the twenty-four samples was contained on a separate sheet of paper which was a photo-duplicated copy of the book page. The samples were randomly ordered and stapled together to form a test booklet.

Procedure: The subjects were tested individually, five by the investigator and five by a graduate assistant. Each one was informed of the purpose of the study and given the following direction:

> In Booklet I you will find eight standard passages lettered A through H. Each of the eight passages has a different level of reading difficulty. Reading difficulty was computed for these passages using a formula which included sentence length, word familiarity, and word complexity. The passages are lettered in ascending order of difficulty starting with the least difficult, passage A, and ending with the most difficult, passage H.
>
> In Booklet II you will find twenty-four numbered passages. Each of these passages has a formulated difficulty which is of about the same level as one of the eight standard passages in Booklet I. Your task is to scan a numbered passage in Booklet II and then to compare it to each of the standard passages in Booklet I until you have found the standard passage which has the same difficulty level. Then, mark the letter of the passage beside the appropriate number on the answer sheet. Note, scan the passages quickly when comparing them. Do not attempt to make actual counts of any of the variables mentioned above. To do so would be very time consuming.

It was suggested to subjects that they might want to begin their comparisons of a test passage with standard passages D or E and then work forward or backward depending on whether the sample appeared harder or easier than the standard one.

Each subject was then allowed to work through the twenty four passages at his own rate. Most subjects completed the task in forty-five minutes to one hour.

Analysis and Results: An estimate of the reliability of subject ratings was obtained by converting their letter ratings into their corresponding numbers and intercorrelating the ratings of each pair of subjects over the twenty-four test passages. The resulting ten by ten correlation matrix yielded an average correlation of .72. This value was taken to be the best reliability estimate of an individual subject's ratings.

The predicted difficulty of each of the twenty-four passages was converted to a letter category through use of the conversion table given in the preceding section of this chapter, and the letter designations were converted into the appropriate number category. The ratings of each subject were correlated with these predicted difficulty categories. The resulting coefficients of correlation were considered to be individual subject validity coefficients. The average of the ten correlations was .75 and this value was assumed to be the best estimate of the validity of an individual subject for estimating passage difficulty. Parenthetically, all average correlations reported in this section were based on correlations that were first converted into Fisher's Z coefficients, averaged and then converted back to Pearson Product Moment Correlations.

If the ratings of two or more subjects were combined the average reliability and validity coefficients of such composite ratings were likely to be greater than those for individuals. Godbout (1973) and others found that reliability coefficients for composite ratings increase as predicted by the Spearman-Brown prophecy formula which was designed to determine the effect of test length on reliability. Thus the estimated reliability coefficients for composites of two, three, four, and five raters were .84, .89, .92 and .93 respectively. A formula similar to the Spearman-Brown exists for determining the effect of the increase of test length on validity (Guilford and Fruchter, 1973). However, no statistical theory or research exists that shows it to be applicable to situations such as the present one. Therefore a study of its applicability was done by averaging the ratings of all possible combinations of raters taken two, three, four or five at a time. A correlation between the predicted

difficulty numerical categories of the twenty-four test passages and each of the combined ratings was calculated, and the mean coefficient for each combination number was determined. Table 39 shows these mean validity coefficients and the coefficients predicted by the formula.

Table 39

Average Obtained and Predicted Validity Coefficients for Pairs, Triads, Quartuples, and Quintuples of Raters

Number of Raters	Number of Correlations	Average Correlation	Predicted Correlation
1	10	.75	---
2	45	.81	.81
3	120	.83	.83
4	210	.84	.85
5	252	.85	.85

The results of the two methods of estimating the increase in validity as a result of increasing the number of raters who contribute to the composite rating are in close agreement. Taken with the corresponding increases in reliability they suggest that three to five raters are sufficient for relatively accurate judgments of the predicted difficulties of passages to be made.

These results and recommendations should be viewed as tentative since the number of subjects in the study was small and since they may not be representative of experienced reading teachers or librarians. It is possible that such persons would be able to make even more accurate judgments than those obtained here. It is also possible that the

individual subject ratings of book difficulty would be more valid if, as in practical use, the ratings of the three samples per book were averaged and these averages correlated with the average of the predicted difficulties. This procedure was not used in the present study because many more passages would have had to be rated by the subjects.

VII. Summary

The purpose of this project was to develop a system, based on sound measurement procedures, for interpreting standardized reading test scores in terms of instructional materials that students can comprehend at a specified level.

The materials used in the study were eight passages varying in predicted and empirical reading difficulty in each of four subject matter areas -- social studies, language arts, non-fiction, and fiction library books. Cloze tests and multiple choice cloze tests were constructed from these passages. Three studies were conducted using these tests and total raw reading comprehension test scores of the Sequential Tests of Educational Progress (STEP II, Level 2, Form A). The first study involved 238 fourth, fifth, and sixth grade students. Each student took the STEP and one set of eight cloze tests. Because the cloze tests were found to be unduly time consuming and frustrating to both teachers and children, a second study involving 238 children at the same grade levels was conducted. These subjects were administered multiple choice versions of the cloze tests in order to establish their comparability to the original cloze measures. The major study involved administration of the STEP and one set of eight multiple choice cloze tests to each of 661 fourth, fifth and sixth grade students. Data from this third study were used for construction of the prediction tables.

Figure 3 shows the interrelationships of all the components in the system. The user components are connected with solid lines; the components that make their interrelationships possible are connected to them and each other with broken lines. The central role played by the readability (reading difficulty) formula is evident from the diagram. It was used both to select passages that define a continuum of reading difficulty and to evaluate text and library books and relate them to the continuum. Tests constructed from the selected passages located students on the same continuum and provided a link between the standardized tests and the difficulty continuum through the prediction tables.

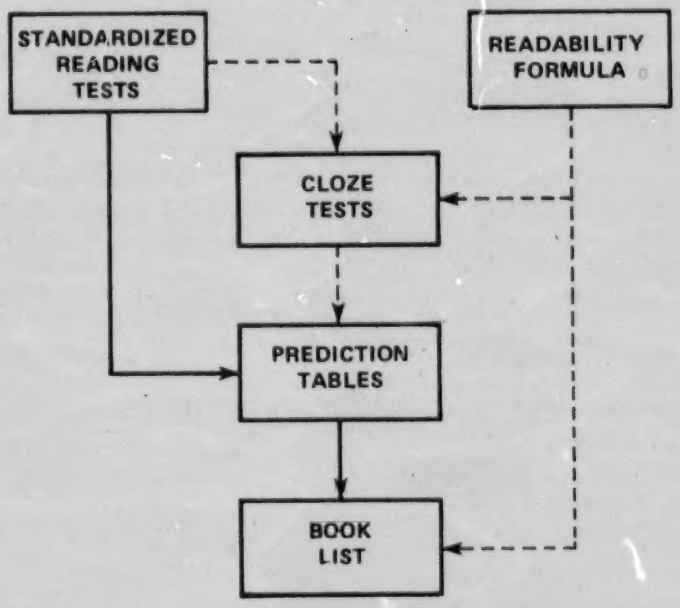


FIGURE 3. BLOCK DIAGRAM OF SYSTEM COMPONENTS

The technical studies presented in Part Two of the report were devoted to determining whether the interrelationships between the components of the system were of sufficient strength to warrant its every day use in educational practice and to provide the descriptive data necessary for its application. Studies involved in the development of a readability formula demonstrated that one based on three independent variables which were amenable to computer analysis produced a considerably higher multiple correlation than did older formulas. These results were probably attributable to the use of the cloze technique for measuring empirical difficulties of passages and to the use of these difficulties as the dependent variable in construction of the formula.

Cross validation studies of the formula with different passages and different subjects produced a correlation almost as high as the original multiple correlation (.90 vs. .92) when the cloze technique was used to determine the empirical passage difficulties. When a multiple choice cloze procedure was used to determine the difficulties of the same passages as in the first cross validation study but with different sets of subjects, correlations of .95 and .97 were found. The higher correlations found for difficulties determined from the multiple choice cloze technique were attributed to the greater motivation and cooperativeness of the subjects who took the multiple choice tests.

Locating student's on the continuum defined by the readability formula was accomplished by dichotomizing a students' raw scores on each of eight multiple choice cloze tests according to one of two comprehension level criteria (sixty and seventy-five percent correct answers per passage) and summing them to obtain a scale score. A

study was made of the extent to which scale scores would reproduce score vectors of students since high reproducibility would indicate success in locating students on the difficulty continuum. Tables containing percentages of students at each score level who "passed" passage tests below, at, and above the scale score were made. Probability estimates using the latent trait model of Rasch were also computed for the same data. The results indicated that a high degree of scalability existed in the data. Any given scale score was found to be highly indicative of success on passage tests lower than it in difficulty; quite indicative of success on the passage test indicated by the score itself, and highly indicative of failure on passages at higher difficulty levels. Smoothed scale scores were computed by allowing a student's individual passage scores to be modified by his performance on passages lower in difficulty. The smoothing process produced reliability coefficients of .90 and .89 for scales based on the sixty and seventy-five percent criterion respectively. These KR-20 reliabilities were higher than those of the original scale scores and they reached the theoretical maximum for tests with rectangularly distributed item difficulties. The smoothed scale scores were used in the remainder of the analyses.

An exploratory study of which comprehension level criterion produced smoothed scale scores in best agreement with teacher judgments of students' comprehension was made. It was found that the sixty percent criterion had the best agreement with teacher judgments. Questions were raised concerning how criteria should be determined in order to optimize students' achievement of different educational objectives.

Prediction tables were constructed for translating total raw reading scores on each of the seven standardized reading tests used in the anchor test study into statements about the proportions of students who will be able to comprehend books of certain predicted reading difficulty levels. The two comprehension level criteria were used to produce fourteen tables. Regression equations for predicting smoothed scale scores from the total raw reading comprehension scores of the STEP were constructed, and tolerance intervals about predicted scores were used to determine the proportions of students at a given STEP score interval who would be expected to attain or exceed the various smoothed scale scores. These proportions were converted into prediction statements concerning the probable successes of students at a given STEP score interval with materials of varying difficulty. Similar tables for the six other standardized reading tests were constructed through the use of the anchor test study equivalence tables.

Preliminary studies of the equality of regression equations among subject matter areas and grade levels were made. They revealed differences in equations for subject matter areas when smoothed scale scores based on the seventy-five percent criterion were involved and differences in grade level equations when the sixty percent criterion was used. Separate prediction tables for each grade and subject matter area were not constructed, however, because the small increases in precision that would have been attained were judged to be outweighed by the practical consideration of users having only one set of tables to deal with. Correlation coefficients between STEP and smoothed scale scores for different subject matter areas and grade levels were very similar, ranging from .82 to .87 for subject

matter areas and from .81 to .86 for grade levels. The correlations that were computed over all subject matter areas and all grade levels and which were associated with the prediction equations used in making the tables were .84 and .85 for STEP and smoothed scale scores constructed using the sixty and seventy-five percent comprehension levels. These were comparable to the correlation of .83 obtained in study 1 between the STEP and scale scores computed from the cloze tests.

A book list containing over six hundred entries was made by ascertaining their difficulty levels with the SNOBOL computer program. Textbooks in adoption by the State of Florida or identified as being widely used were selected as were library books in wide usage. Almost all of the biographies from one elementary school library were also included. Three sample passages were selected from each book for analysis. The predicted difficulties for the three samples were averaged and the standard error of the mean was computed. Each book was assigned a difficulty range of plus or minus one standard error about its mean. A conversion table was used to reference these ranges to the reading difficulty continuum defined by the modified cloze tests. Reliability studies of the average predicted difficulties were made for textbooks and library books separately. Reliability coefficients of .91 for textbooks and .86 for library books were found.

A study was done to determine the accuracy with which teachers could be expected to estimate the predicted difficulties of books not on the list. Eight passages with letter designations of predicted difficulty were used as a standard set. Twenty-four passages, three from each of eight books, without difficulty designations formed a test set.

Ten teachers or graduate students with some teaching or library experience were asked to rate each test passage in terms of the standard passage it most closely resembled. Correlations were computed between the computer determined predicted difficulties and the ratings of the judges taken singly, and in all possible pairs, triads, quartruples, and quintuples. Average correlations of .75, .81, .83, .85 and .85 for the respective combinations of judges were obtained. It was concluded that a team of three to five judges could make sufficiently precise estimates of the predicted difficulties of books not on the list.

The results of the technical studies were used in writing the users manual for the system which is given in Part One of the report. It contains the prediction tables, the book list and directions for their use. It also contains sections on how to estimate the difficulties of books not listed and how to construct new prediction tables. Except for the last section it requires no expertise in research methods or statistics for its application.

As it presently stands the system is limited in use to fourth, fifth and sixth grade students and to the subject matter areas of social studies, language arts, and non-fiction and fiction library books. The research studies raised some questions which can be answered only by additional research.

It is believed that the system, in its present form, can be of practical value to librarians in elementary and middle schools and to teachers of fourth, fifth and sixth grade students. Its use does not appear to be

time consuming, and the information it yields is probably more precise than that obtainable from any other source. It is anticipated that future versions of the system will allow it to encompass many more grade levels and subject matter areas.

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Appendix 1

Instructions for administering multiple choice cloze tests

Instructions to students for taking multiple choice cloze tests

The multiple choice cloze tests

Instructions for Administering Multiple

Choice Cloze Tests

Say: Today you are to take a new kind of test. Its purpose is to help find the kinds of books that are best for students in your grade to read.

Pass out test booklets and tell students to fill in name, etc. (See directions to students that follow these instructions.)

Say: You read the instructions silently while I read them aloud.

Read the first paragraph but do not read the example test in the block. Pause for a second or two after you read the words "Look at the sentences in the box below".

When you have finished the paragraph below the box, go back and read the sentences in the box in the following way: "Last night I was sick and blank to the doctor. He gave me a blank and . . . .". Allow students a minute or two to answer the sample items; then reread them in the same way as before but let the students say the correct answers.

Read the last paragraph and then say:

> Some of the passages are easy and some are hard -- they were taken from books used in grades 1 through 9. Please try your best on all of them. If some items are too hard for you leave them unanswered or guess at them if you want to. When you finish one paragraph go on to the next one.

During the testing session walk around the room observing the students' work. Check to see that each student has put his name, school and grade on the test booklet. If a student is spending a lot of time on one item suggest that he go on to other items and come back to that one later. If a student has

skipped many items encourage him to fill in as many as he can. Discourage collaborative efforts; say "each student should do his own work". If a student asks you to read a word for him tell him to "do the best you can with it".

After twenty-five or thirty minutes most students should be finished.

Take up the booklets as the students finish them. When just a few students are left who do not seem to be working productively advise them that they have a couple of minutes to complete the test. Wait a minute or so and take up their booklets.

Say: Thank you for helping me.

Name _____

Last First Middle Initial

Grade _____ School _____ Teacher _____

On each page that follows this page, there is a passage taken from a text book or library book. There are some places in each passage where there are four words where there should be only one word. Look at the sentences in the box below.

> Last week I was sick and [1] (a. shot c. flew / b. went d. go) to the doctor. He gave me a [2] (a. hamburger c. ball / b. spanking d. shot) and some medicine to [3] (a. take c. pour / b. give d. freeze) when I got home. The shot [4] (a. tickled c. hurt / b. helped d. missed) and the medicine tasted bad. Now I think that the [5] (a. doctor c. sickness / b. cure d. taste) was worse than the disease.

Only one of the four words goes in each place where there are four words. To find out which of the four words goes in each place, read all the sentences first. Then go back and read each sentence. When you come to a place where there are four words, read each word and then circle the word that makes the sentence right when the word is in the sentence. Read the sentence again with the word you have circled. If the sentence sounds right, and it goes with the other sentences on the page, you have circled the right word. Look at the sentences in the box again. Read the sentences silently as they are read aloud and then circle the words which you think will make the sentences right.

On the pages that follow this page, you will find many places where there are four words. You should try to find the word that is right and circle it. If you circle one word and then change your mind, erase the circle around the word you do not want. Then circle the word you do want. Be sure that <u>only</u> one word is circled in each place where there are four words.

The Multiple Choice Cloze Tests

The actual multiple choice cloze tests are not included in this version of the report because permission to use the passages from which they were made has not yet been obtained from the various publishers and authors.

For Copies Submitted to NCTE Only

Although the above note explains why the tests could not be included in copies of the report for general distribution, it was decided that they should be available in copies submitted to the Research Foundation of the National Council of Teachers of English. The thirty-two pages which follow were assembled from test booklets as they were numbered. In the upper right corners where page numbers would ordinarily appear there is an identifying code: the letters designate subject matter areas (S - Social Studies, L - Language Arts, N - Non-fiction, F - Fiction) and the numbers, position in a series where "1" is the easiest test and "8" the hardest.

THE NORSEMEN

Leif Ericson grew [1] (a. up c. smart / b. old d. again) . He learned about the land and the sea. One day Leif talked to his father. "I want to go [2] (a. see c. by / b. on d. with) a trip", Leif said. "I want a ship of [3] (a. his c. your / b. my d. its) own." Eric thought about what Leif said. Leif was not very old. But he [4] (a. knew c. was / b. had d. wants) a good sailor. "You may go on a trip," said Eric. "Go to Norway. Tell the new King about Greenland. Take gifts from Greenland [5] (a. to c. make / b. said d. talked) the King. Take furs to trade in Norway." At [6] (a. last c. first / b. sunrise d. Norway) the day came. Leif took furs to his ship. He took a pair of falcons in a cage. He [7] (a. met c. killed / b. wore d. took) a white polar bear cub, too. Leif was happy. He had his own ship. He was happy to [8] (a. walk c. trip / b. sail d. leave) to Norway. Why was Leif happy? Leif's ship sailed east. For nine days they sailed. [9] (a. But c. Then / b. After d. Before) they saw high mountains. They were in Norway. Leif went to see the King [10] (a. to c. and / b. from d. of) Norway. He took gifts to the King. Tell me [11] (a. around c. in / b. about d. through) Greenland," said the King. "Tell me about the people [12] (a. to c. and / b. from d. with) their homes." Leif told the King all about Greenland. He stayed in Norway all winter long.

Could you walk your neighbor's dog? Sometimes people do things just to

1 (a. tease c. hurt / b. help d. disturb) others. Could you help Mrs. Brown with her groceries?

Sometimes people do things to 2 (a. find c. earn / b. see d. charge) money.

The money you may earn is called income. 3 (a. Maybe c. So / b. When d. How) you walk

the dog, you do a service. When you 4 (a. cut c. carry / b. show d. turn) groceries, you do

a service. You may do a service just to be 5 (a. out c. nice / b. mean d. there) . Sometimes

you may earn income by doing services.

How else could you earn money? Could you make and sell Christmas decorations?

Could you make and sell cookies?

When you 6 (a. make c. want / b. work d. see) something, you make goods. Goods are things

that are made by people. Christmas decorations are goods. Cookies are

7 (a. goods c. fun / b. services d. work) . You may earn money for goods. Name other goods

you 8 (a. should c. could / b. will d. never) make and sell.

Have you ever earned income? Did you earn it for services? Did you earn it by

9 (a. many c. other / b. selling d. buying) goods?

What could you do with your income? Could you get your doll mended? Could you

buy 10 (a. my c. easy / b. good d. some) bubble mix?

You may spend your 11 (a. income c. services / b. goods d. work) . You may buy goods or services.

What are toys? Are they goods or services?

See the man mending the doll. Is he doing a 12 (a. deed c. trick / b. service d. face) ? Is

he making goods?

Now spring has come to Iowa. It is [13] (a. easy c. good / b. time d. fun) to make the land ready for planting.

Mr. Hanson hitches a harrow to the tractor. He drives the tractor [14] (a. in c. over / b. to d. for) all the land he plowed last fall. The harrow makes the soil fine and smooth.

Mr. Hanson is ready to plant corn. He hitches a corn planter to the [15] (a. tractor c. horses / b. plow d. machine). Some corn planters can plant eight rows at a time.

Mr. Hanson adds two [16] (a. pounds c. rows / b. tools d. more) to the corn planter. One tool will add fertilizer to the soil. The other [17] (a. man c. planter / b. plow d. tool) will put something in the soil that helps kill weeds and insects. With these tools on it, the corn [18] (a. planter c. tractor / b. usually d. always) does three jobs at one time.

Name the three jobs a corn planter does at one time. When the corn starts to grow, some [19] (a. weeds c. plants / b. bugs d. things) will grow, too. Mr. Hanson uses another machine to get rid of weeds. This machine is called a cultivator.

Now Mr. Hanson worries about the weather. He hopes the sun will shine to warm the soil. He hopes enough [20] (a. leaves c. sun / b. corn d. rain) will fall. The rain and sun will help the [21] (a. things c. corn / b. weeds d. bugs) grow tall.

When the corn is three or four inches high, Mr. Hanson hitches the cultivator to his tractor. The cultivator loosens the soil to let the rain [22] (a. leak c. come / b. soak d. rain) in. It also digs up the weeds.

The corn grows and grows. More weeds and insects [23] (a. stand c. grow / b. help d. run), too. The cornfields are sprayed to kill the weeds and insects.

Mr. Hanson does not [24] (a. make c. own / b. use d. get) a sprayer. He borrows his neighbor's spraying machine.

The twins were so busy at school that they didn't realize that[13] (a. winter c. it / b. someone d. summer) was coming. The calendar could have told them, but the weather didn't. In the Northwest, fall and winter are[14] (a. then c. almost / b. very d. being) much alike. Gradually, in the winter, it rains oftener and it gets a little colder. But there are many bright days, too.

One day in December, all the Green Guards met at the high[15] (a. tree c. point / b. school d. hill) . One of the high school captains, Tom Roberts, had an announcement to make.

"The United States Forest Service is[16] (a. not c. going / b. promised d. right) to let people cut Christmas trees in the national forest. This Saturday the forest[17] (a. soon c. helper / b. ranger d. trees) will show the Green Guards how the trees should be cut. A reporter will[18] (a. bring c. take / b. show d. leave) pictures of us to put in the newspaper. And we'll each have a tree to take home."

Billy[19] (a. hurt c. clapped / b. held d. raised) his hand. He was the captain of the grade school squad. "Is our squad[20] (a. supposed c. ready / b. leaving d. there) to go, too?"

"Of course," Tom answered. "You can't swing an ax, but you can help in other ways. And later you can tell, at school and at home,[21] (a. and c. to / b. things d. about) what you have seen. That way we can teach other people how to take care of the forest."

On Saturday three carloads of Green Guards went into the national forest to cut Christmas trees. Billy and Susan[22] (a. told c. hid / b. rode d. looked) in the truck with the ranger and the newspaper reporter.

The twins were[23] (a. seen c. small / b. running d. dressed) in heavy jackets, caps and mittens, because they were going up into the mountains. As the truck climbed[24] (a. beside c. along / b. down d. from) the road the air became colder and colder.

The earth's [25] (a. gravity c. animals / b. trees d. oceans) are of great importance to us. They are extremely useful to man in a great variety of ways, and the chances are that they will become even more [26] (a. wide c. crowded / b. useful d. empty) in the years to come. Some of these ways are very familiar to us. We [27] (a. hope c. think / b. know d. say), for instance, that parts of the oceans serve as [28] (a. protection c. pathways / b. homes d. water) for the ships, large and small, which transport people and goods. From the oceans man obtains a wide variety of useful products, ranging from fish, seaweed, and pearls to [29] (a. minerals c. products / b. cars d. chlorine) and chemicals. And; as the population increases and the supply of resources of the land decreases, man will turn [30] (a. over c. more / b. richer d. less) than ever before to the oceans for food and for chemicals and minerals. Also, [31] (a. people c. creatures / b. fish d. ships) use many sections of coastal and offshore waters for bathing, swimming, boating, and fishing.

The oceans are most important to us in a way that we seldom think about. From the oceans comes the water that helps make life possible on the land. This is the [32] (a. salt c. water / b. rain d. wind) that falls on the land as rain and snow. It is [33] (a. thrown c. shut / b. picked d. blown) up by evaporation as winds and large masses of air move over the oceans. As these winds and air masses [34] (a. fall c. climb / b. sink d. move) on over the land, some of the moisture is condensed and falls as rain or snow. It is this [35] (a. fall c. group / b. picture d. point) of condensed moisture that supplies our lakes, ponds, and streams, and that sinks into the [36] (a. minerals c. soils / b. chemicals d. houses) and adds to our underground water supplies.

The oceans also affect the climate of nearby lands.

Corn was also soaked in lye water to remove the outer hull. It was then boiled to [25] (a. the c. high / b. form d. corn) hominy. Hominy was also dried and ground into grits. Grits were a [26] (a. common c. fresh / b. new d. smoked) food and were served at almost every meal eaten by the early settlers. Finely [27] (a. boiled c. picked / b. ground d. grown) corn meal could be used for cakes and puddings.

Although the [28] (a. future c. early / b. pioneer d. indian) settlers were much dependent upon corn as staple in their diet, it does provide [29] (a. eating c. no / b. some d. large) problems if over-used. It is high in carbohydrates, low in fats and lower [30] (a. still c. often / b. all d. also) in protein. Dried corn does not provide a wide array of necessary vitamins and minerals. Continuous cropping of corn is hard on the soil. The fields stand with bare [31] (a. corn c. time / b. feet d. soil) exposed for long periods of time. This leads to erosion (wind and water) and leaching of vital plant nutrients [32] (a. quiet c. and / b. from d. places) the soil. The seed corn itself did not produce well. There were few ears [33] (a. at c. on / b. of d. per) plant and those were small. It is modern, carefully developed, hybrid seed corn which [34] (a. lets c. charges / b. produces d. covers) the great golden ears which are now familiar. Corn is a long-grass plant. It does best along the humid margins of the grasslands. Very hot temperatures and droughts [35] (a. reduce c. return / b. developed d. passed) production. It is not widely grown today in the area which comprised the early Austin colony. Sweet potatoes were [36] (a. best c. one / b. grown d. much) of the staple foods of the early settlers. These edible roots could be stored and kept through the long winter. Beans of several varieties were also eaten.

By far the most important and [37] (a. natural c. modern / b. powerful d. particular) of the Aztec gods was Hutzilopochtli, which means "Hummingbird of the South". To [38] (a. protect c. follow / b. worship d. overcome) this fiery god of war, the Aztecs built a stucco-covered pyramid that [39] (a. stayed c. rose / b. began d. hung) one hundred feet above the ground. On its level top were two sacred temples. The lesser temple was to the rain god, the greater one, which [40] (a. seemed c. was / b. had d. came) to stretch almost to the heavens, honored the mighty war god's statue, with [41] (a. robes c. bracelets / b. scarves d. handles) of hummingbird feathers strapped to his left leg and chains of gold and silver around his neck. The Aztecs [42] (a. showed c. intended / b. directed d. believed) that this powerful god had an enormous appetite for human flesh. It was said that at the dedication of his [43] (a. temple c. chains / b. war d. calendar) in 1487, more than twenty thousand prisoners were killed and sacrificed to him.

The Aztecs made their sacrifices on special religious [44] (a. pictures c. holidays / b. numbers d. stones) . In order to keep track of these holidays, a calendar was developed. The Aztec year had eighteen months of twenty days, plus five "unlucky [45] (a. numbers c. days / b. prisoners d. seasons) ". This made a total of 365 days, the same number as are in our year. To help them tell the different seasons, the Aztec scientists used a huge stone with many symbols carved on its surface. This Aztec Calendar [46] (a. year c. symbol / b. stone d. holiday) , which weighs about twenty-four tons, can be seen today in the National Museum in Mexico City. Its famous [47] (a. design c. directions / b. record d. pyramid) has often been copied in Mexican jewelry and leather [48] (a. thongs c. stones / b. parts d. goods) .

One of the most marvelous buildings in Tenochtitlan was the palace of the emperor

To protect their trading companies, Europe's strong national states sent troops abroad. These troops were generally sent to keep order in trading [37] (a. ports c. wars / b. goods d. patterns) and not for conquest. But they undermined the authority of weak local rulers in the Orient, in the Middle [38] (a. Asia c. East / b. class d. states), and later in Africa. In this way the overseas empires of Portugal, Britain, France and the Netherlands grew. In the New World the Spaniards [39] (a. buried c. took / b. found d. had) treasure to seize and large numbers of Indians to work. Spain and other European [40] (a. workers c. countries / b. men d. companies) brought African slaves to the tropical coastlands and the Caribbean islands. The slaves [41] (a. organized c. combined / b. cultivated d. realized) the plantation crops and worked in the mines. Trade with the New World colonists proved another source of wealth for Europe's merchants.

It was these [42] (a. three c. Africans / b. merchants d. activities), with their ready source of capital and their willingness to invest in holdings other than land (for since Roman times the road to [43] (a. France c. happiness / b. discovery d. prestige) had been through owning land), who launched the Industrial Revolution. The spirit of inquiry had taken hold in western Europe. Men's minds were open to new ideas. When the steam [44] (a. shovel c. culture / b. engine d. car) was invented in England in 1769, practical applications for the new, cheap source of power were almost [45] (a. necessary c. immediate / b. available d. demanded). Many different kinds of machines were then devised to use steam [46] (a. fuel c. power / b. cars d. shovels). The use of steam accelerated the development of manufacturing in factories.

First thousands, then millions, of people left their farms to seek work in [47] (a. machines c. mines / b. Europe d. factories). Like the merchants, they too deserted the landlord-peasant relationship and entered on a [48] (a. real c. new / b. nice d. long) life.

"What about the dog in this cage, Vicky? [1] (a. Said c. Do / b. If d. Be) you want him for your pet?"

"He looks like a good dog, Sandra, but he is too big. We [2] (a. are c. fill / b. live d. come) in a little house. My father wants me to pick out a little dog. May I look at some [3] (a. but c. of / b. boy d. good) the other dogs, Mother?"

"Look at all you want to, Vicky, but don't go [4] (a. next c. too / b. see d. from) near the cages."

"Is this the dog you want to see, Vicky? I'll open his cage and take him [5] (a. out c. in / b. home d. too) . There! Now you can see what a [6] (a. good c. brown / b. new d. sad) little dog he is."

"I know this is the dog I [7] (a. do c. see / b. want d. said) , Father. You can see that he likes me."

"Do you want to [8] (a. run c. tell / b. make d. hold) him, Vicky?"

"Thank you, Miss Tell. May I take him now? [9] (a. Watch c. Little / b. And d. That's) me, Father. I'm going to hold my little dog."

[10] (a. "Listen c. "Yes / b. "Come d. "See) and look, Mother. This is the dog I want."

"How do you know, Vicky? You have not looked at the dogs in the other rooms."

"Mrs. Downs, I think [11] (a. puppy c. Vicky / b. he d. Sammy) has looked at all the dogs she wants to."

"I have, Miss Tell. I [12] (a. like c. see / b. said d. take) this dog, and he likes me."

When we talk, the words, or language, we use tell what we [1] (a. mean c. have / b. are d. did) .

But sometimes, the words are not enough to give [2] (a. all c. no / b. our d. out) meaning.

Read these words to yourself: I am playing ball with my brother today.

You [3] (a. didn't c. next / b. should d. might) have an older brother who does not always let you play ball with him. You would feel very [4] (a. glad c. sad / b. cold d. old) that you could play ball with him. But you might have a baby brother who [5] (a. cannot c. did / b. may d. just) play ball so well as you do. You may have to play ball with him. Then you may feel unhappy and maybe even a little angry or ashamed. Just the words in the [6] (a. line c. voice / b. sentence d. list) do not tell how you feel. They do not give the whole meaning.

If you said these words to someone, how would he know [7] (a. how c. if / b. why d. when) you feel? Your listener would know from the way your face looks and the [8] (a. how c. line / b. way d. why) your voice sounds when you say the words.

Pretend you have an older brother you are happy to [9] (a. throw c. make / b. use d. play) ball with. Think of how much you would like to play ball, and then say [10] (a. your c. these / b. good d. some) words: "I am playing ball with my brother today." How did your face look? How did your voice sound? Now, [11] (a. hope c. pretend / b. listen d. answer) that you have a younger brother you do not want to play ball with. Think of having to play ball with him and say these words: "I am playing ball with my brother today." Now how does your [12] (a. brother c. voice / b. friend d. face) look? Now what does your voice sound like?

When you give a report, you want it to be interesting to the people who hear it.

How can you make people want to [13] (a. listen c. talk / b. report d. read) to you? One good way is to think of a good beginning sentence. Which of the sentences below would [14] (a. let c. make / b. say d. help) you want to listen to a report about Mozart?

1. My report is about Mozart, the composer.

2. Could you play the piano when you were four years old?

The second beginning gets you interested by asking an unusual [15] (a. sentence c. statement / b. word d. question) It makes you wonder what the speaker is going to say next.

In what other way could you interest [16] (a. me c. him / b. people d. yourself) in your report? You [17] (a. can't c. could / b. should d. must) use pictures to show what you are talking about. Suppose you gave the report about the letter B on page 258. What pictures could you use to make your [18] (a. letter c. picture / b. report d. sentence) interesting?

After you get people interested in your report, you are ready to tell your main ideas. Have the [19] (a. good c. main / b. new d. last) ideas listed on paper. Keep the list near you as you talk. If you [20] (a. forget c. like / b. have d. make) an idea, look at the list. That's what it's for. Should you memorize your [21] (a. words c. sentences / b. story d. report) ? No, you should not. Give your report as though you are talking to someone. If you plan a good [22] (a. beginning c. idea / b. long d. report) sentence and list your main ideas, you will not [23] (a. try c. forget / b. like d. have) to memorize.

What things can you do to make the reports you give interesting?

Read this list of main [24] (a. sentences b. words / b. ideas d. parts) for a report about bicycle safety.

Think of a beginning sentence.

The -s plural is the most common [13] (a. plural c. noun / b. word d. consonant) form today. But in the early days of our language, in the periods of our language we call Old English and Middle English, the [14] (a. next c. old / b. -en d. -s) plural ending competed with another plural ending, -en. Writing in the period we [15] (a. use c. mean / b. write d. call) Early Modern English, Shakespeare used eyen and shoon. We know [16] (a. these c. that / b. what d. some) words as eyes and shoes. The -s plural won out, however, and there are [17] (a. with c. not / b. only d. already) a few survivals of the -en ending today. We use oxen as the plural of ox and children as the plural of child, and [18] (a. sometimes c. therefore / b. when d. next) we use brethren as the plural of brother. What do you normally use as the plural of brother?

For a few nouns the plural is formed by making a [19] (a. -s c. change / b. letter d. sentence) within the singular word rather than by adding -s, -es, or -en to the word. You know that the plural of man is [20] (a. mans c. men / b. plural d. nouns) . In the plural the "a" in man is [21] (a. followed c. sent / b. right d. replaced) by an "e". What are the plurals of these words: woman, foot, goose, mouse, tooth, louse? If the plurals of mouse and louse are mice and [22] (a. mouses c. lice / b. goose d. louses) , you may wonder why the plural of house isn't "hice", but houses!

What is the plural of sheep? of deer? Try counting with these nouns. You can say "one [23] (a. word c. deer / b. sheep d. sheeps) " or "ten sheep" and "one deer" or "three deer". These two nouns are the same in both the [24] (a. singular c. first / b. noun d. best) and plural forms. Use sheep and deer in sentences that show them as singular nouns and plural nouns.

Paul looked up from his book and said to Scott, "George Armstrong [25] (a. really c. almost / b. Custer d. once) was a general at twenty-four." "What? Who are you talking about?" asked Scott. "George Armstrong Custer", said Paul. "He was a famous Indian [26] (a. chief c. fighter / b. boy d. dancer) ." "Oh, you could have said that the first time", said Scott. How could Paul have said what he did, [27] (a. without c. about / b. using d. writing) a single sentence? Paul could easily have said this. "George Armstrong Custer, the <u>famous</u> [28] (a. <u>Indian</u> c. <u>bull</u> / b. <u>American</u> d. <u>war</u>) <u>fighter</u> was a general at twenty four." What noun is underlined in the sentence [29] (a. first c. there / b. somewhere d. above) to make clear who George Armstrong Custer was? The answer is fighter. A noun used to explain another noun is called an appositive. The appositive with its modifiers, the other [30] (a. phrases c. words / b. answers d. questions) underlined, is called an appositive phrase. An appositive [31] (a. noun c. sentence / b. stem d. phrase) and its modifiers however, is often referred to simply as an appositive. What punctuation marks are used within a [32] (a. letter c. word / b. noun d. sentence) that has an appositive? Commas are usually used to set off all appositives from the (a. middle c. sounds / b. rest d. beginning) of the sentence. You can tell how to punctuate an appositive by the way you pause before and after the appositive. Read the sentences below aloud. Notice where you [34] (a. pause c. go / b. work d. get) .

1. Crazy horse, a courageous warrior, charged the Seventh Cavalry.
2. Many of the [35] (a. soldiers c. Indians / b. children d. others) were followers of Sitting Bull, a Sioux medicine man.

When an appositive comes in [36] (a.order c. front / b. first d. mid-sentence) as in sentence 1, it is set off by commas. When it comes at the end of a sentence, it needs only one comma to introduce it. Suppose you were to write the two sentences below as one, using one sentence of the pair as an appositive.

Of all the languages of the world, none has been spread more widely than

25 (a. others c. once / b. now d. English) . The historic home of modern English, of course, is

Britain. From this small island, which is about the same 26 (a. spread c. size / b. amount d. thing)

as Illinois, the English language has spread across the 27 (a. island c. world / b. town d. country) .

The example of the A and B people showed the general principle of how language

spread. Now let's see 28 (a. how c. that / b. about d. through) this principle worked with the

English language.

Almost all the growth of the English 29 (a. custom c. language / b. type d. which) has taken place

in the last three hundred years. Few people would have 30 (a. predicted c. discovered / b. developed d. taught)

it, though. About three hundred years ago a prominent British teacher wrote, "... our

English tung is of small reatch, it stretcheth no 31 (a. less c. smoother / b. further d. higher) than

this Iland of ours, naie not there over all." The author, Richard Mulcaster, was

right. The English language in 1582 did not even "reatch" throughout all of Britain,

let alone any 32 (a. other c. good / b. one d. great) major part of the world.

This situation changed rapidly in a short time. In the early 1600's England began

sending its ships across the oceans for 33 (a. exploration c. goods / b. food d. men) and trade.

They sailed to Africa, India, China, New Zealand, Australia, America, and many other

lands. In 34 (a. moving c. addition / b. listening d. changing) to people and cargo, the ships carried the

English language as well.

When Mulcaster wrote his words, there were approximately five million native speakers

of English. Today about 265 35 (a. old c. native / b. day d. million) people use English as a native

language; 250 million more know it as a second language. It was, of course, impossible

for Mulcaster to 36 (a. have c. imagine / b. cover d. use) the spread of English in the few centuries

following his time.

In a sense, then a word never means exactly the same thing to two[37] (a. other c. smart / b. different d. more) people, since each will have varying personal connotations for it. No wonder it is sometimes difficult to communicate! In addition to these personal connotations,[38] (a. can c. no / b. many d. general) words also have general connotations. The words family, home, and Sunday dinner, which were used in the problem dealing[39] (a. to c. and / b. of d. with) the word church, suggest the same general feelings or associations for most Americans who[40] (a. need c. want / b. do d. hear) them. Even though each of us has had a different experience with family, home, and Sunday dinner, the general[41] (a. sight c. experience / b. place d. word) tends to be so uniformly good that the words for the most part stir positive feelings for all of us. We call these shared[42] (a. examples c. words / b. feelings d. sounds) about a word its general connotations. Notice how important the mass media are in shaping our general connotations. Even[43] (a. there c. these / b. more d. if) our own home is an unhappy place, we have seen so many movies and television shows which feature happy[44] (a. homes c. days / b. years d. thoughts) that we usually forget the personal connotation and respond to the stronger general connotation. Finally, notice that the announcer who wanted to reach a large audience used common words[45] (a. for c. while / b. that d. when) he knew suggested certain connotations. Suppose he had said, "Return to your domicile with the close relatives who share it with you and partake[46] (a. much c. with / b. from d. of) the main repast of the day." Domicile and home have the same denotation and[47] (a. own c. main / b. one d. same) repast and dinner denote the same thing. But home and dinner are powerful words,[48] (a. calling c. moving / b. pushing d. showing) up general connotations of love and security; domicile and main repast are cold and neutral words almost without connotations, even to those who know the denotations.

Slang is defined by the Oxford [37] (a. language c. method / b. dictionary d. English) as "language of a highly colloquial type, considered as below the level of standard [38] (a. word c. colloquial / b. educated d. nature) speech, and consisting either of new words or of current words employed in some [39] (a. whole c. good / b. strong d. special) sense." The origin of the word is unknown....When it first appeared in English, about the middle of the Eighteenth Century, it was employed as a synonym of cant, and so designated "the special [40] (a. plan c. word / b. rule d. vocabulary) used by any set of persons of a low or disreputable character;" and half a century later it began to be used interchangeably with [41] (a. meaning c. action / b. argot d. employment), which means the vocabulary special to any group, trade or profession. But during the past fifty years the three [42] (a. places c. terms / b. groups d. there) have tended to be more or less clearly distinguished. The jargon of criminals is [43] (a. both c. of / b. many d. once) a kind of slang and a kind of argot, but it is best described as cant, a word derived from the Latin cantus, and [44] (a. then c. going / b. not d. is) back, in its present sense, to c. 1540. One of the principle aims of [45] (a. action c. life / b. that d. cant) is to make what is said unintelligible to persons outside the group, a purpose that is absent from most [46] (a. forms c. themes / b. places d. days) of argot and slang. Argot often includes slang, as when a circus man calls his patrons suckers and speaks of refunding money to one [47] (a. or c. pattern / b. kind d. full) of complaints as squaring the beef, but when he calls the circus grounds the lot and the manager's quarters the white wagon, he is [48] (a. often c. simply / b. not d. finished) using the special language of his trade, and it is quite as respectable as the argot of lawyers or diplomats.

BEN'S CHICKS

Ben's chicks can get into the woods by a little path. He has to [1] (a. fix c. chop / b. let d. send)

a pen that will not let them get to the [2] (a. pen c. tree / b. fence d. path) .

Ben chops wood for the pen -- chop, chop, chop! The chips of wood get on the

path, but Ben gets much [3] (a. money c. wood / b. work d. cement) for the pen.

Ben [4] (a. won't c. didn't / b. can't d. will) fix the pen. Then he will check up on the red

hen and her ten little [5] (a. pigs c. chops / b. toes d. chicks) . The pen will not be much

good if it lets the chicks [6] (a. run c. want / b. see d. be) into the woods.

SOCKS AND A CAP

Dad said to Mother, "Dan is [7] (a. bringing c. such / b. but d. fighting) a big lad! Let

him pick his socks and cap." Mother said, "Yes, I will. That will be

[8] (a. good c. sad / b. red d. next) for him." Dan picked a cap with red and tan

checks. He [9] (a. made c. asked / b. picked d. used) red socks. Mother said, "Dan, such

a lot of red!" Then she [10] (a. looked c. read / b. ran d. said) , "But you picked the cap

and socks, and I will let you have them." Dad said, "Dan looks good

[11] (a. for c. to / b. in d. if) that cap with red and tan checks."

SIX CHOPS

Mother had six thick chops in a pan with a little fat. She had to

[12] (a. buy c. cook / b. do d. get) them for Dan and his dad.

Joe's two [1] (a. trees c. buckets / b. friends d. hands) were full of figs, so his father picked them up and dumped the figs [2] (a. before c. into / b. by d. over) the boxes. Joe was happy the buckets were full.

Everyone sat on the ground [3] (a. eating c. singing / b. after d. under) a tree for lunch. They talked and laughed and had a good time. Joe's father said, "Joe picked enough [4] (a. apples c. people / b. boxes d. figs) to fill two buckets. That's good."

But his mother said, "It's a little too [5] (a. slow c. small / b. fast d. far) . He'll have to slow down the rest of the day."

Joe looked up. "Why should I slow down!" he [6] (a. went c. saw / b. thought d. was) . "It's easy to pick fast."

"You mustn't pick too fast on your first day, Joe," his father said. "Your [7] (a. shoes c. box / b. eyes d. back) will start to hurt and you'll get tired."

"How many more buckets before I have enough for shoes?" Joe [8] (a. picked c. saw / b. asked d. cried) .

"Many, many more, Joe," his father answered. "You'll have to pick for three or [9] (a. four c. some / b. one d. no) more days before you have enough."

After Joe went back to work, the girls [10] (a. set c. went / b. made d. sang) to sleep. Then Joe could pick fast. "I won't get tired," he said to himself. Soon Joe's buckets started to get heavy again. He wished he could rest, like the girls sleeping under the [11] (a. tree c. moon / b. hay d. covers) . But he thought about the shoes and went on picking. He picked enough figs to fill two more buckets.

When the girls got up, Joe had to take them to the car for a drink of water. The day was so hot that Joe was happy to get a [12] (a. fig c. drink / b. nap d. bucket) too. His father came for the heavy buckets. Joe went with him to dump the figs.

Each yard on our street has its own wood fence, back-to- [13] (a. street c. fence / b. back d. yard)

with the fence for the next yard. Between the two fences is a narrow space. Tiger

squeezed into the [14] (a. fence c. big / b. narrow d. new) space, and we stopped the other cat from

going in after him.

The spotted [15] (a. rabbit c. cat / b. dog d. tiger) walked away a little, sat down to wash his

paws as if nothing had happened, then jumped up over the alley fence into another yard.

Tiger didn't come out, [16] (a. though c. maybe / b. ever d. running) . "You can come out now, Tiger,"

I called to him. "We've rescued you. The other cat has gone away." [17] (a. But c. Then / b. Now d. Yes)

Tiger still didn't come out. He doesn't like me much anyway. I used to

[18] (a. feed c. let / b. beg d. tease) him sometimes, because he is so stupid. Miss Hopewell got

very mad at me.

"That was a pretty good [19] (a. drink c. person / b. thing d. fight) , Tiger," Manuel said. He leaned

down and looked into the dark space between the two fences. "I can't even see him,"

he said. Could [20] (a. they c. tigers / b. dogs d. he) crawl along between the fences and get out

at the other end?"

"No, those [21] (a. fences c. yards / b. cats d. alleys) go right up to the wall of the house," I said.

"You couldn't crawl far in there anyway. The fences are so old the [22] (a. cats c. alleys / b. posts d. houses)

inside have fallen down in some places. See how the fence boards lean in?"

"Then maybe Tiger can't turn [23] (a. around c. next / b. loose d. right) ," said Joe. "Do you think

he's trapped in there, stuck?"

I thought about it. "A smart cat could get [24] (a. stuck c. out / b. there d. trapped) backwards," I

said, "but Tiger isn't the smartest cat in the world."

"And he's pretty fat, too," Manuel said, laughing.

It's time to move on. Are these the only living things in this quiet place? As we walk along, we [13] (a. make c. hold / b. see d. had) a footprint like a tiny hand in the dust of the trail. A raccoon [14] (a. should c. can't / b. can d. must) have been out last night, but now it's asleep in its nest in that old hollow tree. The white-footed mice are [15] (a. happy c. running / b. awake d. asleep), too. We know there are thousands of them all [16] (a. over c. across / b. around d. below) us, even though we don't see them in the daytime. They are safe now from the hawks, but when they come [17] (a. home c. out / b. through d. together) at night to look for seeds and berries, owls will be looking for them. We stroll up a hillside [18] (a. covered c. in / b. bare d. once) with fluffy gray bushes. A high shrill call stops us in our tracks. Out from the brush marches a mother quail with her [19] (a. feathers c. babies / b. feet d. birds). The tall feather on top of her head bobs up and down as she walks along. Her brownish-gray feathers [20] (a. come c. brush / b. blend d. contrast) with the brown grass and gray bushes. She calls again, and another quail answers. [21] (a. They c. Children / b. Others d. We) tiptoe toward the quail family -- but not softly enough. Mother and babies [22] (a. rush c. stay / b. call d. look) back into the brush. Don't step over that fallen log until we see what's on the other side. A rattlesnake is lying there waiting for a meal of chipmunk to come its way. If we don't [23] (a. like c. watch / b. get d. disturb) it, it won't disturb us, so let's go on. Now the trail turns [24] (a. already c. sharply / b. really d. wildly) upward. This part of the mountain is quite different from the foothills.

Once there was an English-Irish-American boy with dark unruly hair and earnest gray eyes. He grew [25] (a. hair c. mostly / b. up d. more) on the marshes of Cape Cod, and his mother wanted him to be a [26] (a. mine c. clam / b. lonely d. careful) digger or an assistant postmaster. Then he could always come home to supper at [27] (a. night c. noon / b. home d. sea) and always sleep in his own bed.

His father, you see, just loved to run across fields. He had come to America with an international track team and he had to travel here, there, and everywhere with his team. You can understand why the [28] (a. boy's c. other / b. friends' d. young) mother needed one man around the house, even if he was only a teen-ager.

The boy dug clams and painted the picket fence and ran errands and went to [29] (a. school c. sleep / b. America d. sea). Then one Saturday afternoon he saw a newsreel in [30] (a. there c. front / b. here d. town), and that changed his whole life. Men in white [31] (a. cars c. houses / b. breeches d. saddles) and helmets were whacking a ball as they rode galloping horses. It looked like [32] (a. it c. his / b. fun d. them) but the way he said "fun" to his mother over the supper table made it a big word, shot through with speed, excitement, competition.

He asked questions about the [33] (a. place c. game / b. boy d. horse). Did she know how it was played? How he could get to play? She [34] (a. lifted c. shook / b. lost d. hurt) her head, and the next day the clam diggers shook theirs. They had never heard about a game that looked like hockey on horseback. Only one old man could shed any light on the [35] (a. horse c. street / b. subject d. field), and this was unpleasant [36] (a. whacking c. here / b. manners d. light). "Game's for rich folks, son."

Henry Ford made it possible, by making [25] (a. large c. gasoline / b. inexpensive d. several) automobiles, for more people to use them. The first Ford car was a strange looking thing, for it had a buggy top mounted on [26] (a. cars c. handles / b. wheels d. something) of bicycle type. In the early hours of a gray, rainy morning the car was wheeled out of its [27] (a. garage c. circle / b. stable d. street) and Henry Ford made his trial trip. The car went! This first Ford car [28] (a. followed c. involved / b. needed d. attracted) a great deal of attention. Crowds gathered around it and gazed at it with [29] (a. laughter c. astonishment / b. fright d. pride). People laughed at it, just as they had laughed at the first steamboats. But [30] (a. nobody c. it / b. Ford d. everyone) was interested, so much so, in fact, that it was necessary to [31] (a. move c. chain / b. park d. drive) the little car to a post when it was left standing, to keep it from being moved away. Henry Ford [32] (a. kept c. rolled / b. moved d. waited) on making cars, he was the first to make them in great quantities as they are made in the Ford factories today. For a time electric cars were also made by some [33] (a. stores c. process / b. companies d. suggestions), but these proved too slow and expensive and are not now in general use.

In Europe and in America [34] (a. pilots c. mechanics / b. explorers d. inventors) were struggling with the problem of how to make a heavier-than-air machine that would fly. Experiments with gliders proved that flying was possible, but gliders had no [35] (a. engines c. wings / b. seats d. pilots) and did not stay in the air for any length of time. Wilbur and Orville Wright made the first heavier-than-air machine with machine-driven power. This first airplane was tried out at Kitty Hawk in North Carolina, and on its first [36] (a. anniversary c. trial / b. experiment d. crash) stayed in the air twelve seconds.

For a moment there was silence. Then several people [37] (a. were c. liked / b. intended d. began) to talk at once. Most of the board members, it turned out, were for my plan. The idea of medical work [38] (a. done c. remembered / b. found d. appearing) on a simple, human basis with no strings attached, appealed to everyone. The only [39] (a. hitch c. offer / b. plan d. choice) was that this work did not fit the charter of the IRC.

"We would have to [40] (a. determine c. increase / b. require d. change) our charter," someone objected.

I jumped to my feet. "Why [41] (a. me c. good / b. not d. you) ?" I blithely asked.

They all laughed goodnaturedly at my brashness. But they began to discuss the point.

At last a motion was made to amend the charter so that the IRC could "accept the [42] (a. excitement c. substance / b. task d. combination) of providing humanitarian medical aid to threatened parts of the world."

That was the birth of MEDICO -- officially, Medical Internation Cooperation.

It was inspiring to [43] (a. let c. make / b. watch d. ask) the medical profession rally to our support. Doctors and dentists sacrificed thriving practices to volunteer for this work of [44] (a. selling c. combining / b. producing d. bringing) simple medical care to the poorest of the poor, the neediest of the [45] (a. doctors c. needy / b. students d. day) , all over the world. Nurses, technicians, social workers and plain college students like John de Vitry and Bob Waters were eager to serve on our teams. Dr. Comanduras was [46] (a. given c. elected / b. sometime d. seriously) our Secretary General. Although we were originally launched under the auspices of the International Rescue Committee, we later became an [47] (a. accidental c. developed / b. independent d. immediate) organization -- Medico, Inc. -- wholly on our own.

A month before, en route home [48] (a. from c. on / b. was d. by) Laos, I had sat beside Dr. Albert Schweitzer on the banks of the Ogowe River in French Equatorial Africa.

The monster came quietly, lazily swimming after us from astern. It grinned like a bulldog and lashed gently with its tail. The large round dorsal [37] (a. rim c. head / b. fin d. wax) projected clear of the water and sometimes the tail fin as well, and, when the creature was in the [38] (a. ground c. peak / b. way d. trough) of the swell, the water flowed about the broad back as though washing round a [39] (a. submerged c. forced / b. washed d. silent) reef. In front of the broad jaws swam a whole crowd of zebra-striped pilot fish in fan [40] (a. tails c. blades / b. formation d. collection), and large remora fish and other parasites sat firmly [41] (a. roped c. attached / b. down d. attracted) to the huge body and traveled with it through the water, so that the whole thing looked like a [42] (a. decreased c. constructed / b. required d. curious) zoological collection crowded round something that resembled a floating deep-water reef.

A twenty-five-pound [43] (a. dolphin c. sail / b. anchor d. weight), attached to six of our largest fishhooks, was hanging behind the raft as bait for sharks, and a swarm of the pilot fish shot straight off, [44] (a. donned c. dumped / b. vied d. nosed) the dolphin without touching it, and then hurried back to their lord and master, the sea king. Like a mechanical monster it set its machinery going and came gliding at leisure toward the dolphin which lay, a beggarly [45] (a. wrinkle c. trifle / b. gift d. ritual), before its jaws. We tried to pull the dolphin in, and the sea monster followed slowly, right up to the side of the [46] (a. ship c. raft / b. engine d. machine). It did not open its mouth but just let the dolphin bump against it, as if to [47] (a. give c. slowly / b. have d. throw) open the whole door for such an insignificant scrap was not worth while. When the giant came close up to the raft, it rubbed its back against the heavy steering oar, which was just lifted up out of the water, and now we had ample [48] (a. sources c. purpose / b. opportunity d. pretensions) of studying the monster at the closest quarters.

Father said, "Look, Betty! Guess what [1] (a. is c. sleeps / b. eats d. plays) in this box.

It is something white. What is [2] (a. now c. it / b. out d. next) ? Guess! Guess!"

"New shoes!" said Betty. "Is it new shoes?"

[3] (a. Something c. But / b. Mary d. Then) in the box said, "Mew." "Mew, mew," it said.

Betty laughed. "I can [4] (a. play c. guess / b. mew d. go) now," she said. "This is a

box for shoes. But [5] (a. shoes c. holes / b. kittens d. any) are not in it! Something said,

'Mew, mew.' Is it a new pet, Father?"

Father said, "Open the box. Look in the box [6] (a. now c. then / b. or d. and) see."

"Open it, please," said Tom. I [7] (a. turn c. called / b. want d. look) to see what it is."

"A white kitten!" said Betty. "See the little white kitten. What a

[8] (a. good c. long / b. close d. small) little pet!" "Tom! Tom!" said Betty. "See my white

kitten run. Please get the kitten, Tom. Run and get the kitten."

Tom said, "Here I go. I can [9] (a. swim c. run / b. try d. read) fast. I will get the

kitten." Tom said, "Look in the tree. The kitten is in the [10] (a. car c. house / b. box d. tree) ."

"My, my!" said Father. "This kitten [11] (a. then c. don't / b. she d. can) run fast. What

a frisky little kitten!"

Betty laughed. "Frisky! Frisky!" she said. "You are Frisky Kitten. Frisky Kitten

is my new pet." Betty said, "Come [12] (a. up c. under / b. down d. soon) , Frisky. Do not go up

the tree. "

"And I think it would be nice to play with you," said a voice.

"Can you?" said Danny.

"Yes," said the dinosaur.

"Oh, good," said Danny. "What [1] (a. are c. have / b. did d. can) we do?"

"I can take you for a ride," said the dinosaur. He put his head down so Danny could [2] (a. look c. put / b. sleep d. get) on him.

"Let's go!" said Danny.

A policeman [3] (a. helped c. pushed / b. stared d. ran) at them. He had never seen a dinosaur [4] (a. jump c. catch / b. go d. stop) for a red light.

The dinosaur was so tall Danny had to [5] (a. hold c. let / b. toss d. pull) up the wires for him.

"Look out!" said Danny.

"Bow-wow!" said a dog, [6] (a. stopping c. shouting / b. running d. leaving) after them.

"He thinks you are a car," said Danny. "Go away, dog. We are [7] (a. over c. for / b. not d. never) a car."

"I can make a noise [8] (a. like c. by / b. as d. at) a car," said the dinosaur.

"Honk! Honk! Honk!"

"What big [9] (a. noise c. rocks / b. dogs d. hills)," said the dinosaur.

"They are not rocks," said Danny. "They are buildings."

"I love to climb," said the [10] (a. policeman c. puppy / b. boy d. dinosaur).

"Down, boy!" said Danny.

The dinosaur had to be very [11] (a. playful c. careful / b. heavy d. happy) not to knock over houses or stores with his long tail.

Some people were waiting for a bus. They [12] (a. picked c. looked / b. rode d. tripped) on the dinosaur's tail instead.

Ann thought her friend June was so pretty. Someone once said that June had skin just like [13] (a. new c. smooth / b. some d. rose) petals. None of her friends had freckles. Ann wished she were as pretty as the other girls.

The next Saturday morning Ann [14] (a. stopped c. stumbled / b. went d. hopped) to the grocery store for her mother. She had to wait [15] (a. their c. your / b. his d. her) turn and she saw herself in the glass showcase.

"Why are you looking so sad this morning?" Mr. Fred, the grocery store man, asked her.

"Freckles!" Ann said. I just wish I [16] (a. wouldn't c. shouldn't / b. didn't d. won't) have all these freckles!"

"I think they're nice," Mr. Fred said. "But I [17] (a. never c. once / b. haven't d. barely) heard how you can make [18] (a. it c. them / b. something d. everybody) go away."

"You did!" Ann exclaimed. "How can I do it?"

"Well, you're [19] (a. supposed c. forbidden / b. not d. urged) to get up early in the morning and [20] (a. scatter c. dry / b. gather d. blow) the dew off the grass," Mr. Fred said. "Then you wash your face with the dew and your freckles will disappear."

Ann could hardly sleep that night, waiting [21] (a. for c. so / b. with d. and) morning to come. It would be wonderful if Donny could never call her "freckle face" again.

When the sun [22] (a. went c. jumped / b. looked d. came) up, Ann got out of bed. She tiptoed out of the house and gathered dew off the grass. How soft and cool it felt against her face. If only [23] (a. she c. it / b. they d. one) would make her freckles go away!

Ann waited and waited all day. She kept [24] (a. running c. bending / b. calling d. sending) to the mirror. At first she thought she had a few less freckles. Maybe it was working. She looked and looked but finally she had to admit that nothing was happening at all.

"Where have you been?" asked the boy. Pod cleared his throat. "Up at the [13] (a. seat c. last / b. end d. bottom) of the passage. Under the clock." "I've got to get you out," said the boy. "Where to?" [14] (a. remarked c. sang / b. asked d. yelled) Pod. "I don't know. What about the attic?" "That ain't no [15] (a. different c. good / b. more d. harm) ," said Pod. "I heard them talking. They're going to get the [16] (a. teacher c. driver / b. police d. mother) and a cat and the sanitary inspector and the rat-catcher from the town hall at Leighton Buzzard." They were all silent. Little eyes [17] (a. scratched c. stared / b. asked d. jumped) at big eyes. "There won't be nowhere in the house that's safe," Pod said at last. And no one moved. "What about the doll's house on the top [18] (a. window c. table / b. hook d. shelf) in the schoolroom?" suggested the boy. "Even a cat [19] (a. can't c. might / b. won't d. should) get there." Homily gave a little [20] (a. run c. moan / b. call d. jump) of assent. "Yes," she said, "the doll's house...." "No," said Pod in the [21] (a. same c. happy / b. other d. less) expressionless voice, "you can't live on a shelf. Maybe the cat can't get up, but no more can't you get down. You're stuck. You got to have water." "I'd bring [22] (a. no c. running / b. you d. salty) water," said the boy. "And there are beds and things here." He touched the pile of "rubbish". "No," said Pod, "a shelf ain't no good. Besides, you'll be going soon, or so they say." "Oh, Pod," [23] (a. shouted c. scolded / b. ordered d. pleaded) Homily in a husky whisper, "there's stairs in the doll's house, and two bedrooms, and a dining room and a kitchen. And a bathroom," she said. "But it's up [24] (a. from c. across / b. into d. by) the ceiling," Pod explained wearily. "You got to eat, haven't you," he asked, "and drink?"

Of course Bopy could of made away with them wolves mighty [25] (a. low c. natural / b. quick d. decent) , but seeing how they was so much company to me, how they followed me around and partnered with me so well, he [26] (a. disagreed c. figgered / b. heard d. exclaimed) they was sure worth having around, even if he did have to whistle a [27] (a. stick c. name / b. fang d. bit) before drifting into camp and watch his step after he got inside....Them wolves was [28] (a. mighty c. once / b. less d. almost) ferocious but Bopy knowed that I was the last person they'd ever [29] (a. wag c. show / b. nod d. hang) a fang to. Between drawing spells and after I was done with my cooking and dragging in [30] (a. fire c. wolves / b. food d. wood) , I'd go out and hunt for them gray fellers. I'd fill 'em up sometimes till they [31] (a. ran c. stretched / b. looked d. fought) like they was poisoned. Then they'd be satisfied for a day or two. Bopy would [32] (a. sigh c. laugh / b. leave d. move) when he'd see me and the two wolves all stretched out in [33] (a. back c. front / b. cooking d. camp) of the fireplace. I'd be drawing while one wolf's head was resting on my leg and the [34] (a. shirt c. dog / b. blanket d. other) on my neck. They'd growl at Bopy but was too contented to get up, sometimes. I didn't care so much for them wolves, maybe that's why they liked me. I'd kick 'em off and they'd [35] (a. bite c. come / b. hold d. kick) right back. I'd be drawing horses about then, as usual, and wolf skin wasn't what horse hide meant to me. Sometimes I'd play that them wolves were horses, I'd ride 'em, put hackamores on 'em, and even [36] (a. tried c. played / b. had d. settled) to make pack horses out of 'em. I'd tail one to the other but they never worked well, they'd slip their packs or else pull out of the hackamore.

When she had gone, the Forester gave Joe his orders for the month; and wherever he might be cutting, he had each day to bind the [25] (a. last c. hand / b. special d. sharp) faggot of firing for the room of the Princess. He made the [26] (a. posy c. faggot / b. flowers d. lodge) of the sweetest smelling wood he could find, and with it he always bound up a little posy of whatever the [27] (a. season c. Princess / b. Forester d. nineteenth) might offer. In spring, there were primroses and violets; in summer, harewells, wild roses, and honeysuckle; in [28] (a. meadows c. caves / b. November d. autumn) he found the brightest leaves and berries; and even winter had her aconites. On Joe's nineteenth birthday, which fell on the [29] (a. first c. month / b. spring d. rose) of June, he went as usual to the Forester's Lodge, and there found Betty in her striped silk frock, gabbling [30] (a. places c. often / b. after d. away) a little faster than her habit. "Yes," she was saying, "that's how it is, and no other! There's something [31] (a. it c. she / b. they d. Betty) wants, and nobody knows what, for she won't say. Sometimes she mopes, and sometimes she sings, sometimes she pouts and [32] (a. always c. sometimes / b. never d. nobody) smiles, as changeable as the quarters of the year, and she won't tell her father, she won't tell her [33] (a. doll c. puppy / b. mother d. doctor), she won't tell her nanny, and she won't tell me! And the doctor says if she don't get it soon, [34] (a. who c. whatever / b. how d. that) it may be, she'll fall into a decline and die of longing." "What's to be the end of it?" [35] (a. called c. stated / b. asked d. moped) the Forester. "Why this; the King says that whoever can find out what the Princess is [36] (a. laughing c. saying / b. thinking d. doing), and give her what she wants, shall have whatever he wants, no matter whatso!"

At the gallows foot they halted. The palmer whispered to them, as though offering last words of [37] (a. warning c. wisdom / b. consolation d. advice); and the three men, with arms bound tightly behind their backs, ascended the scaffold, [38] (a. tied c. whipped / b. guarded d. followed) by their confessor. Then Robin stepped to the edge of the scaffold, while the [39] (a. air c. trees / b. horses d. people) grew still as death; for they desired to hear the last words [40] (a. written c. chosen / b. uttered d. asked) to the victims. But Robin's voice did not quaver forth weakly, as formerly, and his figure had stiffened bolt upright beneath the black robe that covered his rags. "Hark ye, [41] (a. proud c. dumb / b. silly d. new) sheriff!" he cried. "I was ne'er a hangman in all my life, nor do I now intend to begin that trade. Accurst be he [42] (a. has c. then / b. who d. and) first set the fashion of hanging! I have but three more [43] (a. men c. lessons / b. days d. words) to say. Listen to them!" And forth from his robe he drew his horn and [44] (a. blew c. called / b. trilled d. hit) three loud blasts thereon. Then his keen hunting-knife flew forth and in a [45] (a. month c. trice / b. span d. quaver), Stout Will, Lester, and merry John were free men and had sprung [46] (a. open c. forward / b. upon d. over) and seized the halberds from the nearest soldiers guarding the gallows. "Seize them! 'Tis Robin Hood!" screamed the Sheriff, "an hundred pounds if ye [47] (a. help c. send / b. hold d. offer) them, dead or alive!" "I make it two hundred!" roared the fat Bishop. But their voices were drowned in the uproar that ensued immediately after Robin blew his horn. He himself had drawn his sword and leaped down the stairs from the scaffold followed by his three men. The [48] (a. ropes c. guard / b. horses d. wall) had closed around them in vain effort to disarm them, when "A rescue!" shouted Will Stutely's clear voice on one side of them, and "A rescue!" bellowed Little John's on the other.

But when the King and Queen of France announced that a great ball would be given in his honor on the Fourth of July, he became positively unbearable. He [37] (a. stood c. fluttered / b. climbed d. followed) about from one tailor to another as excitedly as a young belle preparing her trousseau. The house became [38] (a. valuable c. interested / b. joined d. infested) with hairdressers and shirtmakers. He even had his nails manicured. This was really alarming. Worry and [39] (a. happiness c. irritation / b. importance d. expression) over his behavior must have sharpened my wits, for I soon conceived a Plan that promised to solve all our problems. Completely washing my hands of Ben and his [40] (a. possible c. ridiculous / b. great d. super) antics I plunged into my preparations with intense energy. Calling together all the peasant mice of Passy, where we lived, I told them the story of Sophia's wrongs and [41] (a. revealed c. followed / b. understood d. rights) the details of my Plan. With one voice they [42] (a. sang c. promised / b. took d. had) their support. They were a rather stupid, timid lot, but being down trodden and half-starved they naturally hated the [43] (a. perils c. danger / b. pagans d. aristocrats) of Versailles. Next I visited several of the Embassies, where, in the course of my spying [44] (a. machine c. activities / b. information d. sometimes), I had made many acquaintances. The Russian mice were wild, uncouth fellows, but terrible fighters and always ready for an affray. They [45] (a. answered c. left / b. waited d. begged) my plea for aid with enthusiastic shouts. The Swedes were next. Stalwart, steady, powerful [46] (a. colors c. slowly / b. warriors d. mean), I counted on them greatly and was overjoyed when, [47] (a. after c. beside / b. they d. not) soberly considering my speech, they promised their assistance. I also managed to enlist the [48] (a. details c. rest / b. services d. names) of a few Italian and Spanish mice, but knowing their erratic temperaments, did not count on them greatly.

Appendix 2

Text Analysis Program

Tolerance Interval Program

Sort Programs

Text Analysis Program

F. J. King

Purpose: The purpose of the program is to compute the predicted difficulties of passages of reading material according to the following formula:

$$\hat{Y} = 123.433 - .488X_1 - 10.828X_2 - 62.892X_3$$

where X_1 is average sentence length, X_2 is average word length, and X_3 is the proportion of different words not on the Dale list of 769 words.

Data Preparation: The program reads the Dale list of 769 words which is appended to the program and followed by a card containing 9's in columns 1 to 4. The program user must prepare the following cards:

1. Title Card. Any combination of words, symbols, or numerals may be punched in any column of the card. It is suggested that the author, title, and publisher of the material being evaluated be punched.
2. Data Cards. Any number of data cards on which textual material is punched may follow the title card. The following rules must be observed in the preparation of these cards.
   A. Begin punching data in the first column of the first data card. In succeeding data cards the 1st column must be blank unless the last column punched on the preceding card contains a period, comma, or semicolon; or unless a word is continued from one card to the next; or it may contain a punctuation

mark (period, comma, semicolon or colon). Punctuation marks may or may not be followed by blank columns. Periods and colons may be followed by two blank columns.

B. Periods must be used only to end sentences. Abbreviations such as Mr., Mrs., etc. should be punched without the period. The keypunch machine does not provide symbols for question marks and exclamation points. When they end sentences, periods should be substituted for them; when they occur within sentences, they should be ignored or commas substituted for them.

C. Contractions and possessives should be punched as in the text. "You've", "I'll", "girl's" should be punched with the apostrophes as indicated. Apostrophes are counted in determining the word length. Thus, "you've" contains 6 letters.

D. Hyphenated words are considered to be one word by the program. A word such as "bow-wow" is considered to be one word of 7 letters. However, "bow-wow" is on the Dale list in hyphenated form and would not be counted if the hyphen were missing.

E. Quotation marks, parentheses, and dashes may be punched; however, they enter into the word length count. In the sentence, "'The boy ran'", "The" and "ran" will be counted as words of 4 letters. Since the program does not recognize them as being on the Dale list in this form, it is advisable to ignore these symbols.

F. All letters are punched in capitals since the keypunch machine cannot punch lower-case letters.

G. The textual material to be punched should consist of complete sentences only.

H. The words NAME, PLACE and NUMBER should be punched instead of actual first names, familiar place names and easily read numbers. This procedure allows such words to be counted as being on the Dale list.

3. An end of data card must follow the last data card. It contains 7's in columns 1 through 4.

4. Any number of sets of cards (Title Card, data cards, 7777 card) may follow the program and list.

5. Following the last end of data card (7777) there must be an end of file card. This card must contain 6-7-8-9 punches in column one.

Card Order: Cards must be assembled in the following order:

Systems Cards
SNOBOL
7-8-9 (in col. 1)
Program and List Deck
Title Card
Data Cards
End of Data Card
.
.
.
Title Card
Data Cards
End of Data Card
6-7-8-9

Systems cards usually contain Job ID, Time Estimate, Field Length, Job Number, Social Security Number and Last Name of the user. Details of their form can be obtained from the Computing Center. The SNOBOL and 7-8-9 cards will normally be present as the first two cards of the program. They direct the computer to the SNOBOL compiler since the program is written in the SNOBOL language (Griswold, Poage and Polonsky, 1968).

Computing Details: The program considers a single word to be a string of characters separated from other strings by a blank, comma, period, semi-colon, colon, or a combination of one of these punctuation marks and blanks (see section 2-A of this write-up). A sentence is a string of words followed by a period. The program counts the number of words and the number of sentences in the sample and divides the latter into the former to get average sentence length.

The letters in each word are counted and summed. This sum is divided by the total number of words in the sample to obtain the average word length.

The proportion of different words not on the Dale list of 769 words is determined in the following manner: The word under consideration is compared with a list of the different words already encountered in the passage. If it is on the list nothing else is done with it and the next word in the passage is taken. If it is not on the list it is added to the list. Then the program determines whether it ends with an "s", "d", "g", or an apostrophe. If it does not, the program compares the word with the Dale list and increments a counter if the word is not found.

If the word ends in one of the symbols above, the program does one of the following sets of operations:

S. Delete "s" and store modified word.

If "ies" ending change to "y" and store modified word.

If "'s" ending delete "'s" and store modified word.

If "es" ending delete "es" and store modified word.

If, for example, "cherries" was read, modified words "cherrie" and "cherry" would be created and stored.

D. Delete "d" and store modified word.

If "ied" ending change to "y" and store.

If "ed" ending delete "ed" and store; also add "y" and store, then check for doubled consonant. If present, add "y" and store, then delete the last consonant and store. If, for example, "snapped" is read, modified words "snappe", "snapp", "snap", and "snappy" are created and stored.

G. If ending is "ing" delete and store new word. Add "e" to new word and store. Check for doubled consonant and if present delete one consonant and store. If the word is "spitting", modified words "spitt", "spitte", and "spit" are created and stored.

Apostrophe. If ending is an apostrophe check for "s'". If found delete and store. If "boys'" were read "boy" would be created and stored.

After the operations associated with a given word ending have been completed, the program compares the original word with the list. If the word is not found, the program compares the newly created words, one at a

time, with the list. As soon as one word is found on the list the process ceases. If none of the words are found on the Dale list a counter is incremented.

The procedures outlined above for transforming words in plural, past tense, gerundive, and possessive form to words contained in the Dale list may occasionally produce unwanted results. For example, "beard" would be converted to "bear". "Beard" is not on the list but bear is, thus an error in the count would occur. Extensive studies of the frequency of such errors have not been made. However, in six passages containing a total of 1060 words only two such errors were found.

Output: The program lists the information on the title card and the sample of text from the data cards. It then lists the following counts, proportions, and averages as well as the predicted difficulty from the formula.

Total words in the sample
Number of different words
Total number of letters
Number of different words
  not on the list
Number of sentences

Average sentence length
Average word length
Proportion of different words
Proportion of different words
  not listed

For all proportions and averages a decimal should be inserted four places from the right. The predicted difficulty should have the decimal inserted three places from the right.

Title cards are listed and punched with the predicted difficulties in columns 78-80.

Text Analysis Program

```
          DETACH(≠INPUT≠)
          INPUT(≠INPUT≠,≠INPUT≠,80)
          INPUT(≠WDLIST≠,≠WDLIST≠,80)
        OUTPUT(≠PUNCH≠,≠PUNCH≠,≠≠)
            SEP4 = ≠ ≠ v ≠,≠ v ≠, ≠ v ≠.≠ v ≠. ≠ v ≠.  ≠ v ≠;≠ v ≠; ≠ v ≠;≠
            SEP3 = ≠; ≠ v ≠;  ≠ v ≠ - ≠ v ≠--≠ v ≠ -- ≠
            SEP = SEP4 v SEP3
            J = 1
          XZ1 = ARRAY(1)00)
*
* READ DALE LIST OF 769 WORDS
*
RD        CZRD = TRIM(WDLIST)                                  ;F(ERR)
          CZRD ≠9999≠                                          ;S(THRUZ)
LOOP      CZRD BREAK(≠,≠) . XZ1[J] ≠,≠ =                       ;F(RD)
          J = J + 1                                            ;(LOOP)
*
* READ SAMPLE PARAGRAPH
*
THRUZ NWD = J
          WX =
          OUTPUT = ≠LIST HAS BEEN READ≠
          DEFINE(≠BINSCH(WX,NWD)≠)  ;(BINEND)
BINSCH    LOB = 1
          KUB = NWD + 1
B1        TT = (LOB + KUB) / 2
          IDENT(WX,XZ1[TT])                                    ;S(RETURN)
          LGT(XZ1[TT],WX)                                      ;S(B2)
           LE(KUB - LOB,1)                                     ;S(FRETURN)
          LOB = TT                                             ;(B1)
B2        LE(KUB - LOB,1)                                      ;S(FRETURN)
          KUB = TT                                             ;(B1)
BINEND
          DEFINE(≠TZNSE(A)≠)                                   ;(ARND)
TZNSE     AP = ↑≠↑
          HZFS = ↑≠S↑
* CHECK FOR PLURALS,POSSESSIVES,PAST TENSES, ADJECTIVES,ADVERBS,ETC.
          P1 =
          P2 =
          P3 =
          P4 =
          WA = WD
          K = SIZE(WA)
          T = K - 1
          LE(T,≠0≠)                                            ;S(OUT)
          WA LEN(T) . P1 =
          IDENT(WA,≠S≠)                                        ;S(SEND)
          IDENT(WA,≠N≠)                                        ;S(OUT)
          IDENT(WA,≠D≠)                                        ;S(DEND)
          IDENT(WA,≠G≠)                                        ;S(GEND)
          IDENT(WA,AP)                                         ;S(APOS)
          P1 =                                                 ;(OUT)
SEND      WA = WD
          T = K - 3
```

```
48              LE(T,≠0≠)                                   :S(OUT)
49              WA LEN(T) . P2 =
50              IDENT(WA,≠TES≠)                               :F(ESND)
51              P2 = P2 ≠Y≠                                 :(OUT)
52      ESND    WA = WD
53              T = K - 3
54              LE(T,≠0≠)                                   :S(OUT)
55              WA LEN(T) . P2 =
56              IDENT(WA,HZRS)                              :S(OUT)
57              IDENT(WA,≠ES≠)                              :S(OUT)F(PTWO)
58      GEND    WA = WD
59              T = K - 3
60              LE(T,≠0≠)                                   :S(OUT)
61              WA LEN(T) . P1 =
62              IDENT(WA,≠ING≠)                             :F(PONE)
63              P2 = P1 ≠E≠
64              GZNT = P1                                   :(DBL)
65      DEND    WA = WD
66              T = K - 3
67              LE(T,≠0≠)                                   :S(OUT)
68              WA LEN(T) . P2 =
69              IDENT(WA,≠IED≠)                             :F(EDND)
70              P2 = P2 ≠Y≠                                 :(OUT)
71      EDND    WA = WD
72              T = K - 3
73              LE(T,≠0≠)                                   :S(OUT)
74              WA LEN(T) . P2 =
75              IDENT(WA,≠ED≠)                              :F(OUT)
76              GZNT = P2
77              P4 = P2 ≠Y≠                                 :(DBL)
78      APND    WA = P1
79              T = T - 1
80              LE(T,≠0≠)                                   :S(OUT)
81              WA LEN(T) . P1 =
82              IDENT(WA,≠S≠)                               :S(OUT)
83              P1 =                                        :(OUT)
84      DBL     WA = GZNT
85              T = T - 2
86              LE(T,≠0≠)                                   :S(OUT)
87              WA LEN(T) =
88              WA LEN(1) . CON2 =
89              IDENT(WA,CON2)                              :F(PTHR)
90              T = T + 1
91              WA = GZNT
92              WA LEN(T) . P3 =                            :(OUT)
93      PONE    P1 =                                        :(OUT)
94      PTWO    P2 =                                        :(OUT)
95      PTHR    P3 =                                        :(OUT)
96      OUT     WX = WD
97              CK = RINSCH(WX,NWD)                         :S(END)
98              IDENT(P1,NULL)                              :S(JMP3)
99              WX = P1
100             CK = RINSCH(WX,NWD)                         :S(END)
101     JMP3    IDENT(P2,NULL)                              :S(JMP4)
```

```
102             WX = P2
103             CK = BINSCH(WX,NWD)                                  :S(FND)
104     JMP4    IDENT(P3,NULL)                                       :S(JMP5)
105             WX = P3
106             CK = BINSCH(WX,NWD)                                  :S(FND)
107     JMP5    IDENT(P4,NULL)                                       :S(SM)
108             WX = P4
109             CK = BINSCH(WX,NWD)                                  :S(FND)F(SM)
110     ARND
111     BGIN    TZTLE = TRIM(INPUT)
112             OUTPUT =
113             OUTPUT =
114             OUTPUT = TZTLE
115             OUTPUT =
116             OUTPUT =
117             PARA =
118             TZTAL =
119             WDLGTH =
120             SUBTZTAL =
121             WDLST =
122             ABSTCT =
123             SENNO =
124             NTLST =
125     HRT     IDENT(KLIST,NULL)                                    :S(THRU)
126             KLIST BREAK(#:#) . WD #:# =
127             $(WD) =                                              :(HRT)
128     THRU    CZRD = TRIM(INPUT)                                   :F(END)
129             OUTPUT = CZRD
130             CZRD #7777#                                          :S(QUIT)
131             PARA = PARA CZRD                                     :(THRU)
        *
        *BEGIN ANALYSIS
        *
132     QUIT    TEMP = PARA
133     LOOP1   TEMP ARB . WD SEP =                                  :F(QUIT1)
134             IDENT(WD,NULL)                                       :S(LOOP1)
135             WC = WD
        * GET TOTAL WORDS IN SAMPLE
136             TZTAL = TZTAL + 1
        *  GET NUMBER OF WORD REPETITIONS
137             IDENT($(WD),NULL)                                    :F(SM2)
138             SUBTZTAL = SUBTZTAL + 1
139             NTCNT = 1
140             $(WD) = #ON#
141             KLIST = KLIST WD #:#
        * FIND NUMBER OF WORDS ON DALE LIST
142     NTL     TZNSE(A)
143     FND     WDLST = WDLST + 1
144             NTCNT =                                              :(SM2)
145     SM      NTLST = NTLST + NTCNT
146             NTCNT =
        * GET LENGTH OF WORD
147     SM2     K = SIZE(WD)
148             WDLGTH = WDLGTH + K                                  :(LOOP1)
```

```
*  FIND SENTENCE NUMBER
*
QUIT1 TEMP = PARA
      SEP2 = ≠.≠ v ≠. ≠ v ≠.  ≠
LOOP2 TEMP ARB . SEN SEP2 =                          :F(QUIT2)
      IDENT(SEN,NULL)                                :S(LOOP2)
      SENNO = SENNO + 1                              :(LOOP2)
* COMPUTE AND PRINT SUMS
*
QUIT2 OUTPUT =
      OUTPUT =
      OUTPUT = ≠TOTAL WORDS IN SAMPLE          ≠     TZTAL
      OUTPUT = ≠NUMBER OF DIFFERENT WORDS      ≠     SUBTZTAL
      OUTPUT = ≠TOTAL NUMBER OF LETTERS        ≠     WDLGTH
      OUTPUT = ≠NO OF DIFF WDS NOT ON LIST     ≠     NTLST
      OUTPUT = ≠NUMBER OF SENTENCES            ≠     SENNO
      OUTPUT =
      OUTPUT =
* COMPUTE RATIOS
*
      ASL = (TZTAL * 10000) / SENNO
      AWL = (WDLGTH * 10000) / TZTAL
      RDW = (SUBTZTAL * 10000) / TZTAL
      RWL = (WDLST * 10000) / TZTAL
      OUTPUT = ≠AVERAGE SENTENCE LENGTH          ≠  ASL
      OUTPUT = ≠AVERAGE WORD LENGTH              ≠  AWL
      OUTPUT = ≠PROPORTION OF DIFFERENT WORDS    ≠  RDW
      PCNT = (NTLST * 10000) / TZTAL
  OUTPUT = ≠PERCENT OF DIFFERENT WORDS NOT LISTED ≠ PCNT
      OUTPUT =
      RNLST = (NTLST * 1000000) / TZTAL
      OUTPUT =
      OUTPUT = ≠NOTE - DECIMAL SHOULD BE INSERTED 4 PLACES FROM THE≠
      OUTPUT = ≠       RIGHT IN AVERAGES, PROPORTIONS, AND RAW SCORE≠
      OUTPUT =
      EZY = PCNT * 62832
      SZN = ASL * 488
      WZL = AWL * 10828
      SZB = EZY + SZN + WZL
      K1 = SIZE(SZB)
      T1 = K1 - 4
      LE(T1,≠1≠)                                     :S(ERR2)
      SZB LEN(T1) . ADJ =
      SPCH = 123.33 - ADJ
      OUTPUT = ≠          PREDICTED DIFF - 3 DECIMALS       ≠  SPCH
  TZTLE = TZTLE ≠                                                  ≠
      TZTLE LEN(77) . TPCH =
      OUTPUT = ≠TPCH = ≠ TPCH
      ASPCH = (SPCH + 50) / 100
     ASPCH LEN(3) . TDIF =
      APCH = TPCH TDIF
      OUTPUT = ≠ APCH = ≠ APCH
      PUNCH = APCH
      TPCH =
```

```
197             TDIF =
198             APCH =
199             OUTPUT = *LIST CONTAINS THE FOLLOWING NO. OF WORDS    *    J
                                                                          :(BGIN)
200             OUTPUT =
201       ERR   OUTPUT = *ERROR IN LIST*                              :(END)
202       ERR2  OUTPUT = *ERROR IN COMP OF PRED DIFF  *               :(END)
203       END
```

```
A,ABOUT,ABOVE,ACROSS,ACT,AFRAID,AFTER,AFTERNOON,AGAIN,AGAINST,AGO,AIR,ALL,
ALMOST,ALONE,ALONG,ALREADY,ALSO,ALWAYS,AM,AMERICAN,AN,AND,ANIMAL,ANOTHER,ANSWER,
ANY,ANYTHING,APPLE,ARE,ARM,AROUND,AS,ASK,AT,AWAY,BABY,BACK,BAD,BAG,BALL,BAND,
BANK,BASKET,BE,BEAR,BEAT,BEAUTIFUL,BECAUSE,BED,BEE,BEEN,BEFORE,BEGAN,BEGIN,
BEHIND,BEING,BELIEVE,BELL,BELONG,BESIDE,BEST,BETTER,BETWEEN,BIG,BILL,BIRD,BIT,
BLACK,BLESS,BLIND,BLOOD,BLOW,BLUE,BOARD,BOAT,BODY,BONE,BOOK,BORN,BOTH,BOTTOM,
BOW,BOX,BOY,BRANCH,BRAVE,BREAD,BREAK,BREAKFAST,BRIDGE,BRIGHT,BRING,BROKEN,
BROTHER,BROUGHT,BROWN,BUILD,BUILDING,BUILT,BURN,BUSY,BUT,BUTTER,BUY,BY,CAKE,
CALL,CAME,CAN,CAP,CAPTAIN,CAR,CARE,CAREFUL,CARRY,CASE,CATCH,CAUSE,CENT,CENTER,
CHAIR,CHANCE,CHANGE,CHIEF,CHILD,CHILDREN,CHOOSE,CHRISTMAS,CHURCH,CIRCLE,CITY,
CLASS,CLEAN,CLEAR,CLOCK,CLOSE,CLOTH,CLOTHES,CLOUD,COAL,COAT,COLD,COLOR,COME,
COMING,COMPANY,COOK,COOL,CORN,CORNER,COST,COULD,COUNT,COUNTRY,COURSE,COVER,COW,
CRIED,CROSS,CROWD,CROWN,CRY,CUP,CUT,DANCE,DARK,DAY,DEAD,DEAR,DEEP,DID,DIE,
DIFFERENT,DINNER,DO,DOCTOR,DOES,DOG,DONE,DON'T,DOOR,DOUBLE,DOWN,DRAW,DREAM,
DRESS,DRINK,DRIVE,DROP,DRY,DUST,EACH,EAR,EARLY,EARTH,EAST,EASY,EAT,EDGE,EGG,
EIGHT,EITHER,ELSE,END,ENGLAND,ENGLISH,ENOUGH,EVEN,EVENING,EVER,EVERY,EVERYTHING,
EXCEPT,EXPECT,EYE,FACE,FAIR,FALL,FAMILY,FANCY,FAR,FARM,FARMER,FAST,FAT,FATHER,
FEED,FEEL,FEET,FELL,FELLOW,FELT,FENCE,FEW,FIELD,FIGHT,FILL,FIND,FINE,FINGER,
FINISH,FIRE,FIRST,FISH,FIT,FIVE,FIX,FLOOR,FLOWER,FLY,FOLLOW,FOOD,FOOT,FOR,
FORGET,FORTH,FOUND,FOUR,FRESH,FRIEND,FROM,FRONT,FRUIT,FULL,GAME,GARDEN,GATE,
GAVE,GET,GIFT,GIRL,GIVE,GLAD,GLASS,GO,GOD,GOING,GOLD,GOLDEN,GONE,GOOD,GOT,GRAIN,
GRASS,GRAY,GREAT,GREEN,GREW,GROUND,GROW,GUESS,HAD,HAIR,HALF,HALL,HAND,HANG,
HAPPY,HARD,HAS,HAT,HAVE,HE,HEAD,HEAR,HEARD,HEART,HEAVY,HELP,HER,HERE,HERSELF,
HIDE,HIGH,HILL,HIM,HIMSELF,HIS,HOLD,HOLE,HOME,HOPE,HORSE,HOT,HOUSE,HOW,HUNDRED,
HUNT,HURRY,HURT,I,ICE,IF,IN,INDIAN,INSTEAD,INTO,IRON,IS,IT,ITS,JUMP,JUST,KEEP,
KEPT,KILL,KIND,KING,KISS,KNEE,KNEW,KNOW,LADY,LAID,LAKE,LAND,LARGE,LAST,LATE,
LAUGH,LAY,LEAD,LEARN,LEAVE,LEFT,LEG,LESSON,LET,LETTER,LIE,LIFT,LIGHT,LIKE,LINE,
LION,LIPS,LISTEN,LITTLE,LIVE,LOAD,LONG,LOOK,LOST,LOT,LOUD,LOVE,LOW,MADE,MAIL,
MAKE,MAN,MANY,MARCH,MARK,MARKET,MATTER,MAY,ME,MEAN,MEASURE,MEAT,MEET,MEN,MET,
MIDDLE,MIGHT,MILE,MILK,MILL,MIND,MINE,MINUTE,MISS,MONEY,MONTH,MOON,MORE,MORNING,
MOST,MOTHER,MOUNTAIN,MOUTH,MOVE,MR,MRS,MUCH,MUSIC,MUST,MY,MYSELF,NAME,NAMEA,
NAMEAB,NAMEABC,NAMEABCD,NEAR,NECK,NEED,NEIGHBOR,NEITHER,NEST,NEVER,NEW,


NEXT,NICE,NIGHT,NINE,NO,NOISE,NONE,NOON,NOR,NORTH,NOSE,NOT,NOTE,
NOTHING,NOW,NUMBER,OAK,OCEAN,OF,OFF,OFFICE,OFTEN,OLD,ON,ONCE,ONE,ONLY,OPEN,OR,
OTHER,OUR,OUT,OUTSIDE,OVER,OWN,PAGE,PAINT,PAIR,PAPER,PART,PARTY,PASS,PATH,PAY,
PEN,PEOPLE,PICK,PICTURE,PIECE,PLACE,PLAIN,PLANT,PLAY,PLEASE,POINT,POOR,POST,
POUND,PRESENT,PRESS,PRETTY,PULL,PUT,QUARTER,QUEEN,QUICK,QUIET,QUITE,RACE,RAIN,
RAN,RATHER,REACH,READ,READY,REAL,REASON,RED,REMEMBER,REST,RICH,RIDE,RIGHT,RING,
RIVER,ROAD,ROCK,ROLL,ROOF,ROOM,ROSE,ROUND,ROW,RUN,SAID,SAIL,SALT,SAME,SAND,SAT,
SAVE,SAW,SAY,SCHOOL,SEA,SEASON,SEAT,SECOND,SEE,SEED,SEEM,SEEN,SELF,SELL,SEND,
SENT,SERVE,SET,SEVEN,SEVERAL,SHAKE,SHALL,SHAPE,SHE,SHEEP,SHINE,SHIP,SHOE,SHOP,
SHORT,SHOULD,SHOULDER,SHOW,SHUT,SICK,SIDE,SIGN,SILK,SILVER,SING,SIR,SISTER,SIT,
SIX,SIZE,SKIN,SKY,SLEEP,SLOW,SMALL,SMILE,SMOKE,SNOW,SO,SOFT,SOLD,SOLDIER,SOME,
SOMETHING,SOMETIME,SONG,SOON,SOUND,SOUTH,SPACE,SPEAK,SPOT,SPREAD,SPRING,SQUARE,
STAND,STAR,START,STATION,STAY,STEP,STICK,STILL,STONE,STOOD,STOP,STORE,STORM,
STORY,STRAIGHT,STREET,STRIKE,STRONG,SUCH,SUGAR,SUIT,SUMMER,SUN,SUPPOSE,SURE,
SURPRISE,SWEET,TABLE,TAIL,TAKE,TALK,TALL,TASTE,TEACH,TEACHER,TEAR,TELL,TEN,THAN,
THANK,THAT,THE,THEIR,THEM,THEN,THERE,THESE,THEY,THICK,THIN,THING,THINK,THIS,
THOSE,THOUGH,THOUGHT,THOUSAND,THREE,THROUGH,THROW,TIE,TILL,TIME,TIRE,TIRED,TO,
TODAY,TOGETHER,TOLD,TOMORROW,TONGUE,TOO,TOOK,TOP,TOUCH,TOWN,TRADE,TRAIN,TREE,
TRUE,TRY,TURN,TWELVE,TWENTY,TWO,UNCLE,UNDER,UNTIL,UP,UPON,US,USE,VALLEY,VERY,
VISIT,WAIT,WALK,WALL,WANT,WAR,WARM,WAS,WASH,WASTE,WATCH,WATER,WAVE,WAY,WE,WEAR,
WEATHER,WEEK,WELL,WENT,WERE,WEST,WHAT,WHEAT,WHEEL,WHEN,WHERE,WHETHER,WHICH,
WHILE,WHITE,WHO,WHOLE,WHOM,WHOSE,WHY,WIDE,WILD,WILL,WIN,WIND,WINDOW,WING,WINTER,
WISH,WITH,WITHOUT,WOMAN,WONDER,WOOD,WORD,WORK,WORLD,WOULD,WRITE,WRONG,YARD,YEAR,
YELLOW,YES,YESTERDAY,YET,YORK,YOU,YOUNG,YOUR,
9999
```

PROGRAM DMS 0017 computes tolerance intervals, at a user specified level of confidence, for a given set of predictor scores. Up to 7 predictor variables may be used and there is no practical limit to the number of sets of predictor values for which the tolerance intervals are to be computed. The output will give the mean, standard deviation, beta weight for each variable, the multiple R for the derived regression equation and a source table. It is possible to use the program to construct a table of tolerance intervals.

The preparation of the cards needed for the program:

(a) CONTROL CARD

Columns	Purpose
01	The number of variables - this is the number of predictor variables plus 1.
05-14	The number of cases that was used to compute the correlation matrix that is used as input for the problem. Key punch the decimal.
20-23	The confidence level at which it is desired to construct the tolerance intervals. Any value may be used. A value of .05 is assigned if left blank. Key punch the decimal.
30	Table Construction - if tables are to be constructed, rather than individual tolerance intervals, a 9 must be punched in this column. If left blank, or if any other number is punched, it is assumed that individual case cards are to be read in.

(b) MEANS CARD contains the means of the predictor variables and the criterion variable. This number must agree with the number punched in column 01 of the Control Card.

Columns	Purpose
01-10	Mean of variable 1. Key punch the decimal.
11-20	Mean of variable 2. Key punch the decimal.
⋮	
71-80	Mean of variable 8. Key punch the decimal.

NOTE: The criterion variable will always be the last one punched on the card.

(c) STANDARD DEVIATION CARD contains the standard deviations of the predictor variable and the criterion variable. The number entered must agree with the number punched in column 1 of the Control Card.

Columns	Purpose
01-10	Standard deviation of variable 1. Key punch the decimal.
11-20	Standard deviation of variable 2. Key punch the decimal.
⋮	
71-80	Standard deviation of variable 8. Key punch the decimal.

NOTE: The criterion variable will always be the last one punched on the card.

(d) CORRELATION CARDS (n = number of variables - 1). These cards consist of the upper triangle of the correlation matrix - excluding the diagonals (i.e., if there were five predictor variables, 6 variables in all, they would have: on card 1, r_{12}, r_{13}, r_{14}, r_{15}, r_{16}; on card 2, r_{23}, r_{24}, r_{25}, r_{26}; on card 3, r_{34}, r_{35}, r_{36}; on card 4, r_{45}, r_{46}; on card 5, r_{56}.

Columns	Purpose
01-10	1st correlation. Key punch the decimal.
11-20	2nd correlation. Key punch the decimal.
:	
71-80	8th correlation. Key punch the decimal.

Repeat (d) as required to input the correlation matrix.

(e) CASE CARDS these will be used only if a "9" was not punched in column 30 of the Control Card.

Columns	Purpose
01-20	Name or ID of the first case.
21-28	Score of the case on predictor variable 1. Key punch the decimal.
29-36	Score of the case on the 2nd predictor variable. Key punch the decimal.
:	
69-76	Score of the case on the 7th predictor variable. Key punch the decimal.

Repeat (e) for as many cases as is desired. After the last Case Card put a 7-8-9 card.

(f) PARAMETER CARD will be used in place of Case Cards (e) if a "9" is punched in column 30 of the Control Card. This card defines the limits of the table that is to be created and sets the interval length.

Columns	Purpose
01-05	The portion of a standard deviation that will be between each interval for predictor variable 1. Key punch the decimal.
07-08	The number of intervals that are to be computed below the mean and above the mean (i.e., if it was desired to have 5 intervals for this variable, with 0.5 standard deviation between each interval, 0.5 would have been punched in columns 01-05 and 02 would have been punched in columns 07-08. This would give 5 intervals: -1.0 sd, -0.5 sd, 0 sd, +0.5 sd, +1.0 sd.

Columns	Purpose
11-15	The portion of a standard deviation that will be between each interval for predictor variable 2. Key punch the decimal.
17-18	The number of intervals that are to be computed above and below the mean for predictor variable 2.
. .	
61-65	The portion of a standard deviation that will be between each interval for predictor variable 7. Key punch the decimal.

(g) LABELS CARD are used whenever a "9" was punched in column 30 of the Control Card. This card allows a twenty characters alpha-numeric title to be printed on each set of created tables. The card is mandatory if tables are being created, but may be blank.

Columns	Purpose
01-20	Optional title for created tables.

Repeat (a) through (g) as many times as is desired.

Following the last problem terminate the program with a 7-8-9 card and a 6-7-8-9 card.

Tolerance Interval Program

```
      PROGRAM FORS01(INPUT,OUTPUT,TAPE5=INPUT,TAPE6=OUTPUT)
      DIMENSION XM(8),SD(8),C(9,9),V(9,9),B(8),S(8),SC(8),I1(8),I2(8)
      DIMENSION I3(8),SA(9),F(4),LA(2),G(8),E(8),SSM(8),AB(3)
  500 FORMAT (I1,3X,F11.0,5X,F4.0,6X,I1)
  501 FORMAT (8F10.0)
  502 FORMAT (2A10,7F8.1)
  503 FORMAT(8(F5.0,X,I2,2X))
  504 FORMAT(2A10)
  601 FORMAT (//)
  651 FORMAT (5X,I3,10X        ,5X,F8.3,2X,2A10,9X, 9(F5.3,3X),/,10X,*PREDI
     1CTOR SCORES*,3X,7(F7.3,*,*))
  652 FORMAT (1H1,//,5X, *THE PERCENT OF THE POPULATION PREDICTED TO HAV
     1E CRITERION SCORES EQUAL TO OR GREATER*,/,5X,*THAN THE TABLED VALU
     1ES, AT A CONFIDENCE LEVEL OF *,F6.2,//,5X,
     1                 *CASE NO.*,5X,*PR SC*,5X,*NAME*,30X, *90 PCT   80
     1PCT   70 PCT   60 PCT   50 PCT   40 PCT   30 PCT   20 PCT   10 PCT*//)
  653 FORMAT (10X,*VAR(*,I1,*)*,8X,*1*,3X,F12.6,5X,F12.6,5X,F7.3,/)
  654 FORMAT (10X,*EFFECTS*,4X,I4,  3X,F12.6,5X,F12.6,5X,F7.3,//10X,*ERR
     1OR*,6X,F4.0,3X,F12.6,5X,F12.6,//,10X,*TOTAL*,6X,F4.0,3X,F12.6,//)
  655 FORMAT (//,10X,*SOURCE*,7X,*DF*,9X,*SS*,15X,*MSS*,12X,*F*,//)
  657 FORMAT (1H1,//,28X,*0*,11X,7(I1,11X),*Y*)
  658 FORMAT (10X,A10,17X,8(F9.5,3X))
  659 FORMAT (10X,A10,5X,F9.5,3X,7(F9.5,3X))
  660 FORMAT (10X,8(F6.4,4X),/)
  661 FORMAT (//,10X,*CORRELATION MATRIX  (N = *,F4.0,*)*,/)
  663 FORMAT (/,10X,*MULTIPLE R = *,F6.4,20X,*MULTIPLE R SQUARED = *,F6.
     14,/)
      R(1)=1.2815$R(2)=.8416$R(3)=.5244$R(4)=.2533
      AB(1)=10HMEANS      $AB(2)=10HSTND DEV  $AB(3)=10HBETA WGTS
 1001 READ (5,500) N,SN,AL,IY$IF(EOF,5)1003,1004
 1004 N1=N+1$NM=N-1$C(1,1)=SC(1)=C(N1,N1)=C(N1,1)=C(1,N1)=1.$NMAX=9
      DF1=N$DF2=SN-N$IF((AL.LE.0.).OR.(AL.GE.1.))AL=.05
      A1=(1.-AL)*100.
      READ (5,501) (XM(I),I=2,N1) $ READ(5,501)(SD(I),I=2,N1)$AL=AL/2.
      DO 1 I=2,N
      J=I+1$READ(5,501)(C(I,K),K=J,N1)$C(I,I)=1.$B(I)=0.$DF3=DF2+1
      DO 1 L=J,N1
      C(1,I)=C(I,1)=1.$C(L,I)=C(I,L)
    1 CONTINUE
      V(1,N1)=V(N1,1)=G(1)=XM(N1)*SN$V(N1,N1)= SSE=SS=(SD(N1)**2)*(SN-1)
     1+((XM(N1)**2)*SN)$V(1,1)=SN$B(1)=0.$IX=0$SS=SS-((XM(N1)**2)*SN)
      DO 3 I=2,N
      V(I,I)=((SD(I)**2)*(SN-1))+((XM(I)**2)*SN)$J=I+1
      DO 4 K=J,N1
    4 V(I,K)=V(K,I)=((SN-1)*C(I,K)*SD(I)*SD(K))+(XM(I)*XM(K)*SN)
      V(1,I)=V(I,1)=XM(I)*SN$G(I)=V(I,N1)$B(I)=0.
    3 CONTINUE
      CALL PROBAB (AL,Z)$X=2/(9*DF2)$Y=Z*SQRT(X)$AM=DF2*((1.-X+Y)**3)$AM
     1=SQRT(DF2/AM)$CALL FTEST(DF1,DF2,Z,F)$F=SQRT(DF1*F)$CALL MATINVT (
     1N,V,I1,I2,I3,NMAX)
      DO 7 I=1,N
      DO 8 J=1,N
    8 B(I)=B(I)+(V(I,J)*G(J))
      Y=G(I)-(XM(I)*XM(N1)*SN)$SSE=SSE-(G(I)*B(I))$E(I)=B(I)*Y
    7 CONTINUE
      SST=SS-SSE$SSX=SSE$SSE=SSE/DF2$SSR=SST/NM $SSY=SSX/DF2$SSS=SQRT(SS
     1E)$R2=SST/SS$R1=SQRT(R2)$SSV=SSR/SSY$WRITE(6,657)(I,I=1,N)$WRITE(6
     1,658)AB(1),(XM(I),I=2,N1)$WRITE(6,659)AB(2),(SD(I),I=2,N1)$WRITE(6
     1,659)AB(3),(B(I),I=1,N)$WRITE(6,601)SN
      DO 19 I=2,N1
   19 WRITE (6,660) (C(I,J),J=2,N1)
      SN=SN-1.0
      WRITE (6,663) R1,R2$WRITE(6,655)
      WRITE(6,654)NM,SST,SSR,SSV,DF2,SSA,SSY,SN,SS$IF(IY.NE.9)GO TO 1000
      READ(5,503)(F(I),I1(I),I=2,N)$READ(5,504)(LA(I),I=1,2)
      DO 10 I=2,N
```

```
   10 SSM(I)=S1(I)-(I1(I)+1)*E(I)*SD(I)
      GO TO(105,106,104,103,102,101,100),NM
  100 J1=I1(8)*2+1$G(8)=SD(8)*E(8)
      DO 11 K1=1,J1
      SC(8)=SS1(8)+G(8)*K1
  101 J2=I1(7)*2+1$G(7)=SD(7)*E(7)
      DO 12 K2=1,J2
      SC(7)=SS1(7)+G(7)*K2
  102 J3=I1(6)*2+1$G(6)=SD(6)*E(6)
      DO 13 K3=1,J3
      SC(6)=SS1(6)+G(6)*K3
  103 J4=I1(5)*2+1$G(5)=SD(5)*E(5)
      DO 14 K4=1,J4
      SC(5)=SS1(5)+G(5)*K4
  104 J5=I1(4)*2+1$G(4)=SD(4)*E(4)
      DO 15 K5=1,J5
      SC(4)=SS1(4)+G(4)*K5
  105 J6=I1(3)*2+1$G(3)=SD(3)*E(3)
      DO 16 K6=1,J6
      SC(3)=SS1(3)+G(3)*K6
  106 J7=I1(2)*2+1$G(2)=SD(2)*E(2)
      DO 17 K7=1,J7
      SC(2)=SS1(2)+G(2)*K7$GO TO 1002
 1000 READ (5,502)(LA(I),I=1,2),(SC(I),I=2,N)$IF(EOF,5)1001,1002
 1002 K=IX/10$IF((K*10).EQ.IX) WRITE(6,652)AI
      VA=AD=0.$IX=IX+1
      DO 5 I=1,N
      S(I)=0.
      DO 6 J=1,N
    6 S(I)=S(I)+(V(J,I)*SC(J))
      VA=VA+(S(I)*SC(I))$AD=AD+(B(I)*SC(I))
    5 CONTINUE
      SA(5)=AD
      X=SSS*F*SQRT(VA)$IF(AD.LT.0.)SA(5)=0.
      DO 18 I=1,4
      J=10-I$AN=SSS*R(I)$AN$SA(I)=AD-X-AN$SA(J)=AD+X+AN
      IF(SA(I).LT.0.)SA(I)=0.
      IF(SA(J).LT.0.)SA(J)=0.
      IF(SA(I).GT.4.)SA(I)=4.
   18 IF(SA(J).GT.4.)SA(J)=4.
      WRITE (6,651) IX,AD,(LA(I),I=1,2),(SA(I),I=1,9),(SC(I),I=2,N)$WRIT
     1E(6,601)$IF(IY.NE.0)GO TO 1000
   17 CONTINUE
      IX=0$IF(NM.EQ.1)GO TO 1001
   16 CONTINUE
      IF(NM.EQ.2)GO TO 1001
   15 CONTINUE
      IF(NM.EQ.3)GO TO 1001
   14 CONTINUE
      IF(NM.EQ.4)GO TO 1001
   13 CONTINUE
      IF(NM.EQ.5)GO TO 1001
   12 CONTINUE
      IF(NM.EQ.6)GO TO 1001
   11 CONTINUE
      GO TO 1001
 1003 STOP$END
      SUBROUTINE MATINV(N,V,I1,I2,I3,NMAX)
      DIMENSION V(NMAX,4),I1(N),I2(N),I3(N)
      DO 1 I=1,N
    1 I1(I)=0
      DO 2 I=1,N
      T=0.
      DO 3 J=1,N
      IF(I1(J).EQ.1)GO TO 3
      DO 4 K=1,N
      IF(I1(K)-1)100,4,101
  100 CONTINUE
      IF(T.GE.ABS(V(J,K)))GO TO 4
      IR=J$IC=K$T=ABS(V(J,K))
```

```
  4 CONTINUE
  3 CONTINUE
    I1(IC)=I1(IC)+1$IF(IR.EQ.IC)GO TO 102
    DO 5 L=1,N
  5 T=V(IR,L)$V(IR,L)=V(IC,L)$V(IC,L)=T
102 I2(I)=IR$I3(I)=IC$T=V(IC,IC)$V(IC,IC)=1.
    DO 6 L=1,N
  6 V(IC,L)=V(IC,L)/T
    DO 2 M=1,N
    IF(M.EQ.IC)GO TO 2
    T=V(M,IC)$V(M,IC)=0.
    DO 7 L=1,N
  7 V(M,L)=V(M,L)-(V(IC,L)*T)
  2 CONTINUE
    DO 8 I=1,N
    J=N-1+1$IF(I2(J).EQ.I3(J))GO TO 8
    K=I2(J)$L=I3(J)
    DO 9 M=1,N
  9 T=V(M,K)$V(M,K)=V(M,L)$V(M,L)=T
  8 CONTINUE
101 RETURN$END
    SUB ROUTINE FTEST (DF1,DF2,Z,F)
    DV=0.$DY=100.$FQ3=2/(9*DF2)$FQ4=2/(9*DF1)$FQ1=1.-FQ3$FQ2=1.-FQ4$ZA
   1=1./3.$Z9=2./3.
    DO 50 I=1,5
    DY=DY/10.
    DO 51 J=1,100
    DV=DV+DY$XZ=((FQ1*(DV**ZA))-FQ2)/SQRT((FQ3*(DV**Z9))+FQ4)
    IF(XZ-Z)51,251,50
 51 CONTINUE
 50 DV=DV-DY
251 F=DV$RETURN$END
    SUB ROUTINE PROBAB (AL,Z)
    X=.196854$X1=.115194$X2=.000344$X3=.019527$Z1=10.$Z=0.
    DO 1 I=1,5
    Z1=Z1/10.
    DO 2 J=1,1000
    Z=Z+Z1$X4=X*Z+(X1*(Z**2))+(X2*(Z**3))+(X3*(Z**4))$X4=.5/((1+X4)**4
   1)$IF(AL-X4)2,101,1
  2 CONTINUE
  1 Z=Z-Z1
101 RETURN$END
```

Sort Programs MLTSRT and DIFSRT

Ronald Nungester

MLTSRT is a CAL SNOBOL program which accepts multiple data cards as input and returns printed and punched book lists in alphabetical order by author. Within authors books are ordered by title, publisher, date of publication and difficulty level. With a minor alteration of the program, alphabetizing may be done by title or publisher. DIFSRT produces printed and punched lists in alphabetical order within difficulty levels. The following instructions apply to both programs.

Cards for each book should be punched with data in the following categories: author, series title, and book title, publisher and date of publication, type of book and difficulty level. Each category must be separate by an asterisk and every category must be included. If a book has no series title, the book title is sufficient.

Punching of each data card must begin in column one and continue to the end of the card. The last data card for each book may have trailing blanks. Each data set must be followed by a dummy data card with 7777 punched in the first four columns of the card.

The following is a sample of data in a form acceptable to MLTSRT.

```
EVERTTS, E L, ET AL,*HOLT BASIC READING SYSTEMS.  UP FROM THE
GROUND,*HOLT RINEHART AND WINSTON, 1923,*NF,*DF
7777
```

For each book the total number of characters to be printed should not exceed 240.

To run either MLTSRT or DIFSRT the following deck setup should be used:

```
Systems cards
Program deck
Blank card
Multiple data cards
7777
...
Multiple data cards
7777
End of file card.
```

Systems cards will vary according to computer installation; check with your computing center for specific details.

Program MLTSRT

```
*     MLTSRT PRODUCES ALPHABETIC BOOK LISTS
*
      OUTPUT('PUNCH','PUNCH','')
      DETACH('OUTPUT')
      OUTPUT('OUTPUT','OUTPUT',1)
      OUTPUT =
      DETACH('OUTPUT')
      A = ARRAY(3000)
      BK = INPUT
NEXT  CARD =
      BOOK =
*
READ  CARD = INPUT                                  :F(GO)
      CARD '7777'                                   :S(QUIT)
      BOOK = BOOK CARD                              :(READ)
*
QUIT  I = I + 1
      A[I] = BOOK
L     A[I] BREAK('*') . AUTHOR LEN(1)
.     BREAK('*') . TITLE LEN(1)
.     BREAK('*') . PBLSHR LEN(1)
.     BREAK('*') . BKTYPE LEN(1)
.     REM . DIFF = AUTHOR TITLE PBLSHR DIFF
*
*     THE PREVIOUS LINE DETERMINES THE CATEGORY WHICH IS ALPHABETIZED FIRST.
*     TO ALPHABETIZE BY TITLE THE ORDER WOULD BE CHANGED TO
*     REM . DIFF = TITLE AUTHOR PBLSHR DIFF
*     A SIMILAR CHANGE WOULD BE MADE TO ALPHABETIZE BY PUBLISHER.
*
      KT = KT + 1
                                                    :(NEXT)
GO    J = LT(J,I) J + 1                             :S(SORT)F(PRNT)
SORT  K = J
SRT2  LGT(A[K],A[K + 1])                            :F(GO)
      SAVE = A[K]
      A[K] = A[K + 1]
      A[K + 1] = SAVE
      K = K - 1
      LQ(K,0)                                       :S(GO)F(SRT2)
PRNT  M = 1
P2    GT(SIZE(A[M]),80)                             :S(REG)
      A[M] = A[M] BK
REG   A[M] LEN(58) . FIRST =
      A[M] LEN(1) . BLK
      BLK ' '                                       :S(TWO)
      A[M] BREAK(' ') .SEC =
THRE  A[M] LEN(58) . THIRD =
      A[M] LEN(1) . BLK
      BLK ' '                                       :S(FOR)
A[M]  BREAK(' ') . FOUR =
```

```
FIV  A[N] REM . FIVE =
     FIVE LEN(3) . BLK5
     THIRD LEN(3) . BLK3
     OUTPUT = FIRST SEC
     PUNCH = FIRST SEC
     COUNT = COUNT + 1
     OUTPUT = '   ' THIRD FOUR
     PUNCH = '   ' THIRD FOUR
     COUNT = COUNT + 1
     BLK3 '   '                                  :S(SKIP)
     OUTPUT = '   ' FIVE
     PUNCH = '   ' FIVE
     COUNT = COUNT + 1
     BLK5 '   '                                  :S(SKIP)
     OUTPUT =
     PUNCH =
     COUNT = COUNT + 1
SKIP                                             :(JUMP)
TWO  SEC = ' '                                   :(THRE)
FOR  FOUR = ' '                                  :(FIV)
JUMP
     GE(COUNT,58)                                :S(PAGE)
CHECK
     N = LE(N,I N + 1                            :S(P2)F(END)
PAGE DETACH('OUTPUT')
     OUTPUT('OUTPUT','OUTPUT',1)
     OUTPUT =
     DETACH('OUTPUT')
     OUTPUT('OUTPUT','OUTPUT',' ')
     COUNT = 0                                   :(CHECK)
     END
```

PROGRAM DIFSRT

```
*     DIFSRT PROVIDES ALPHABETIC SORT BY DIFFICULTY.
*
      OUTPUT('PUNCH','PUNCH','')
      DETACH('OUTPUT')
      OUTPUT('OUTPUT','OUTPUT',1)
      OUTPUT =
      DETACH('OUTPUT')
*
      A = ARRAY(3000)
      BK = INPUT
NEXT  CARD =
      BOOK =
*     READS MULTIPLE DATA CARDS.
READ  CARD = INPUT                                  :F(GO)
      CARD '7777'                                   :S(QUIT)
      BOOK = BOOK CARD                              :(READ)
*
QUIT  I = I + 1
      A[I] = BOOK
L     A[I] BREAK('*') . Z LEN(1) BREAK('*') . B LEN(1)
.     BREAK('*') . C LEN(1) BREAK('*') . D LEN(1)
.     LEN(3) . E REM . F = E B Z C F
      KT = KT + 1
                                                    :(NEXT)
*
GO    J = LT(J,I) J + 1                             :S(SORT)F(PRNT)
SORT  K = J
SRT2  LGT(A[K],A[K + 1])                            :F(GO)
      SAVE = A[K]
      A[K] = A[K + 1]
      A[K + 1] = SAVE
      K = K - 1
      EQ(K,0)                                       :S(GO)F(SRT2)
PRNT  M = 1
P2    A[M] LEN(3) . X REM . Y
      LENGTH = SIZE(Y) - SIZE(TRIM(Y))
      BK LEN(LENGTH) . LAST
      A[M] = TRIM(Y) X LAST
      GT(SIZE(A[M]),80)                             :S(REG)
      A[M] = A[M] BK
REG   A[M] LEN(58) . FIRST =
      A[M] LEN(1) . BLK
      BLK ' '                                       :S(TWO)
      A[M] BREAK(' ') . SEC =
THRE  A[M] LEN(58) . THIRD =
      A[M] LEN(1) . BLK
      BLK ' '                                       :S(FOR)
      A[M] BREAK(' ') . FOUR =
FIV   A[M] REM . FIVE =
```

```
     FIVE LEN(3) . BLK5
     THIRD LEN(3) . BLK3
     OUTPUT = FIRST SEC
     COUNT = COUNT + 1
     OUTPUT = '    ' THIRD FOUR
     COUNT = COUNT + 1
     BLK3 '    '                                  :S(SKIP)
     OUTPUT = '    ' FIVE
     COUNT = COUNT + 1
     BLK5 '    '                                  :(SKIP)
     OUTPUT =
     PUNCH =
     COUNT = COUNT + 1
SKIP                                              :(JUMP)
TWO  SEC = ' '                                    :(THRE)
FOR  FOUR = ' '                                   :(FIV)
JUMP
     GE(COUNT,58)                                 :S(PAGE)
CHECK
     M = LE(M,I) M + 1                            :S(P2)F(END)
PAGE DETACH('OUTPUT')
     OUTPUT('OUTPUT','OUTPUT',1)
     OUTPUT =
     DETACH('OUTPUT')
     OUTPUT('OUTPUT','OUTPUT',' ')
     COUNT = 0                                    :(CHECK)
END
```